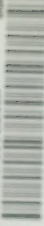


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The inauguration of Ernest
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THE INAUGURATION
OF
ERNEST MARTIN HOPKINS, Litt.D., LL.D.
ELEVENTH PRESIDENT OF DARTMOUTH COLLEGE



OF the Record of the Proceedings of the Inauguration of President Hopkins, there has been printed, besides the general edition, a limited edition of five hundred copies, each numbered, and carrying the autograph of the President.

Of the limited edition this is copy No. 448



The succeeding record is approved as authoritative.

Ernest Martin Hopkins

President of Dartmouth College.

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ERNEST MARTIN HOPKINS, Litt.D., LL.D.
ELEVENTH PRESIDENT OF DARTMOUTH COLLEGE

THE INAUGURATION

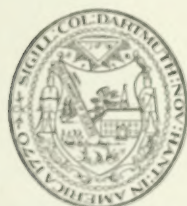
OF

ERNEST MARTIN HOPKINS, Litt.D., LL.D.

ELEVENTH PRESIDENT OF DARTMOUTH COLLEGE

OCTOBER 6, 1916

A RECORD OF THE PROCEEDINGS



PUBLISHED BY AUTHORITY OF THE TRUSTEES OF DARTMOUTH
COLLEGE - EDITED AND SUPERVISED IN THE PRINTING BY
HOMER EATON KEYES, BUSINESS DIRECTOR OF THE COLLEGE
AND ISSUED THROUGH THE RUMFORD PRESS, MCMXVI

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INTRODUCTORY NOTES

I. BIOGRAPHICAL

Ernest Martin Hopkins, eleventh President of Dartmouth College, was born in Danbarton, New Hampshire, November 6, 1877, eldest son of the Reverend Adoniram Judson Hopkins, a Baptist clergyman, and Mary Martin Hopkins his wife. His preparation for college was obtained at Worcester Academy; but he spent a year in teaching before undertaking his college course. In the fall of 1897 he entered Dartmouth, from which he was graduated in 1901.

As a student he showed unusual powers. His scholastic rank was at all points high. In recital subjects he won honors, and, at the same time, he maintained a position of distinctive leadership in a variety of undergraduate affairs. His qualifications so far impressed President William Jewett Tucker that he appointed the young man, upon graduation, to serve as his personal secretary. Five years later the scope and authority of the position were widened and it became that of Secretary to the College. Mr. Hopkins occupied it until 1906.

Eight years of intimate association with President Tucker, at a time when that great administrator's carefully devised policies were maturing into the large actualities of the new Dartmouth, inevitably determined the cast of Mr. Hopkins' mind as a student and an educator of men. President Tucker's retirement in 1909 was followed a year later by the resignation of Mr. Hopkins, who entered the field of industrial organization as an investigator and practitioner in the manifold problems of human relations in industry.

This work, continued for six years, entailed a wide variety of business, social and educational contacts, with a resultant rich experience and a growing reputation as an authority in the field of his operations. His assistance was sought in unravelling the perplexities of employment control in several important corporations. Academic recognition of it came in his appointment as lecturer in the Wharton School at the University of Pennsylvania and the Amos Tuck School of Administration and Finance at Dartmouth College. He was in the midst of studies undertaken in behalf of a great public service corporation when he was interrupted by a call to the Presidency of Dartmouth College, so urgent that it might not be denied.

Ernest Fox Nichols, successor to William Jewett Tucker as President of the College, had, after a fruitful administration of seven years, resigned his office to take effect June 30, 1916. To find a man capable of making best use of the highly developed administrative and faculty organization which was, in some ways, the greatest heritage from President Nichols was in itself no easy task. To find, further, a man equipped to assume the leadership of a College whose history and traditions seem to point clearly to the destiny of training young men intellectually and spiritually for active and useful participation in the affairs of complex and rapidly changing modern life materially added to the difficulty of the problem. It was considered incidentally desirable that the new President should be a graduate of the College.

Adequate leadership, it was felt, implied first, the highest standards of character, based upon foundations of honest religious conviction; then, a wide-visioned comprehension of the world conditions which college-trained men must encounter and help to improve; and, with that, an understanding of the educational methods that must be sought to give the needed training.

After a searching investigation, the choice of the trustees centered upon Ernest Martin Hopkins. He was elected at a special meeting of the Board held in Concord, New Hampshire, June 13, 1916; and, not without reluctance, abandoned the service of doing things in paths where he had been almost a pioneer, to that of pointing the way for many others.

II. ARRANGEMENTS FOR THE INAUGURATION

The date of the inauguration of President Hopkins was set by the trustees for October 6, 1916. A committee of the trustees was appointed to have charge of all arrangements, the Business Director of the College acting as their executive officer in conjunction with committees from the College faculty. In view of the numerous important events arranged for the month at other academic institutions and the magnitude of the celebration of the one hundred and fiftieth anniversary of the founding of Dartmouth, it was felt that the ceremonial should be kept as simple as possible, with the widest opportunity for alumni and undergraduate participation.

Invitations to other institutions to send delegates were restricted to those constituting the fellowship of New England colleges, to immediate historic contemporaries, and to a few among the representative institutions of strictly collegiate grade which either in origin, development, or similarity in present status seemed closely akin to Dartmouth.

In addition to the general invitation extended to the alumni, special representation at all the events was asked on the part of the Alumni Council, the officers of the Association of Alumni, the executive committee of the Association of Alumni, the President of the Association of Secretaries, the President of the Medical School

Association and the President of the Thayer Society of Engineers.

To represent the student body the members of the senior council of Palacopitus, together with the officers of each class, were called upon.

Personal invitations were extended to representative officers of government in the State of New Hampshire and to a few specially interested friends of the College.

The ready coöperation of the entire community made possible the entertaining of so large a group of visitors as the inauguration brought to Hanover. The faculty and many of the townspeople opened their houses to delegates and guests, and student residents of dormitories generously vacated their rooms for several days in order to make place not only for guests but for incoming alumni. It was the hard work of the committees, coupled with the coöperation of administrative officers, faculty, students and townsfolk that made possible the smooth carrying through of the arrangements which were made.

III. DETAIL OF ARRANGEMENTS FOR THE INAUGURATION

THE COMMITTEES IN CHARGE

Representing the Trustees

The Honorable FRANK SHERWIN STREETER, *Chairman*
Doctor JOHN MARTIN GILE
EDWARD KIMBALL HALL, ESQ.

Representing the College Officers

Business Director HOMER EATON KEYES, *Executive
Chairman*
Secretary GRAY KNAPP

PRESIDENT OF THE ANTHROPOLOGICAL SOCIETY

General Manager

HENRY CHIVERS LAYCOCK

Assistant For

Professor CHARLES VERNON HODDER

Professor EUGENE FRANCIS CLARE

Professor FRANK HUGH LIDSON

Professor ARTHUR KINGSLIFF HARRY

Professor RICHARD WELLINGTON HUBBARD

Mr. HENRY NEWTON CHARLTON

Committee on Entertainment

Professor RICHARD WELLINGTON HUBBARD, *Chairman*

Professor EUGENE FRANCIS CLARE

Professor ARTHUR HUNTON CHIVERS

Committee on Reception of Guests

Professor CHARLES SAMUEL LINGGLEY, *Chairman*

Professor FRANCES LANE CHILDS

Professor EDWIN DEWITT THURSDEN

Committee on the Luncheon

Professor EDWIN DEWITT THURSDEN, *Chairman*

Professor ERNEST ROY GREENE

Professor LEON HERR HUBBARDSON

Organist and Chamberlain

DIRECTOR of MUSIC PHILIP GIFFLEY CLAPP

Representing the Student Body

*The membership of Palaeoptilus, consisting of the following
students:*

BERNARD OTIS CHERKID

GEORGE KAYE PAGE

RAYMOND HARDING BAXTER

THOMAS ELLIOT CATTIN

INAUGURATION OF ERNEST MARTIN HOPKINS

ARTHUR OSCAR DUHAMEL, JR.
ARCHIE BENJAMIN GILE
ROBERT GORDON PAINE
VINCENT KINSMAN SMITH
KARL LEAVITT THIELSCHER
EUGENE DAVIS TOWLER
HENRY WALTMAN WALTERS

To name the committees only is to omit proper recognition of the flawless preparation of buildings and paraphernalia under the oversight of Superintendent Harry A. Wells; the electrical display indoors and out devised by Chief Engineer Samuel C. Rogers; and the infinitude of detail that was perfectly cared for in feeding and housing a multitude by Manager Arthur P. Fairfield and his chief of staff Steward John W. Aulis.

THE DELEGATES AND REPRESENTATIVE GUESTS IN ATTENDANCE AT THE INAUGURATION

Following is a list of delegates and guests present in a capacity officially representative of the State, of institutions of learning, of the larger alumni groups, and of the student body. The College was likewise privileged to have with it special delegations from the alumni of Chicago, New York and Boston, together with a number of individual guests.

Representing the State of New Hampshire

HIS EXCELLENCY ROLLAND HARTY SPAULDING, A.M., *Governor of New Hampshire*, together with his Staff

The Councillors of State

FRANK NESMITH PARSONS, LL.D., *Chief Justice of the Supreme Court*

HENRY CLINTON MORRISON, LL.D., *Superintendent of Public Instruction*

PRESIDENTS OF AMERICAN COLLEGES

Representing Educational Institutions

HARVARD UNIVERSITY

EDWIN FRANKS GAY, Ph.D., *Dean of the Graduate School
of Harvard*

WILLIAM AND MARY COLLEGE

LYON GARDNER TYLER, LL.D., *President*

YALE UNIVERSITY

FREDERICK SHEETZ JONES, LL.D., *Dean*

WILBUR LOXTIE ABBOTT, Litt.B. (Oxon), *Professor of
History*

PRINCETON UNIVERSITY

GORDON HALL GEROULD, Litt.B. (Oxon), *Professor of
English*

COLUMBIA UNIVERSITY

WILLIAM HENRY CARPENTER, Ph.D., *President*

BROWN UNIVERSITY

WILLIAM HERBERT PERRY FAUNCE, D.D., LL.D., *President*

ROLAND GEORGE DWIGHT RICHARDSON, Ph.D., *Professor
of Mathematics*

RUTGERS COLLEGE

CHARLES LEVITT EDGAR, F.F., *President*

UNIVERSITY OF VERMONT

GUY POTTER BENTON, *President*

GEORGE HENRY PERKINS, Ph.D., Litt.D., LL.D., *Dean*

WILLIAMS COLLEGE

HARRY AUGUSTUS GARFIELD, LL.D., *President*

INAUGURATION OF ERNEST MARTIN HOPKINS

UNION UNIVERSITY

CHARLES ALEXANDER RICHMOND, D.D., LL.D., *Chancellor*
ERNST JULIUS BERG, D.Sc., *Consulting Professor of Elec-
trical Engineering*

MIDDLEBURY COLLEGE

JOHN MARTIN THOMAS, D.D., LL.D., *President*
CHARLES BAKER WRIGHT, Litt.D., *Dean*

COLBY COLLEGE

CLARENCE HAYWOOD WHITE, A.M., *Professor of the Greek
Language and Literature*
EMERY B. GIBBS, LL.B., *Trustee*

NORWICH UNIVERSITY

HERBERT RUFUS ROBERTS, D.C.L., *Dean*

AMHERST COLLEGE

ALEXANDER MEIKLEJOHN, Ph.D., LL.D., *President*
BENJAMIN KENDALL EMERSON, Ph.D., LL.D., *Hitchcock
Professor of Mineralogy and Geology*

TRINITY COLLEGE

FLAVEL SWEETEN LUTHER, LL.D., *President*
LEROY CARR BARRET, Ph.D., *Professor of Latin*

KENYON COLLEGE

WILLIAM FOSTER PEIRCE, L.H.D., D.D., *President*

NEWTON THEOLOGICAL INSTITUTION

JOHN MAHAN ENGLISH, D.D., *Professor of Homelitics and
Pastoral Duties*

WESLEYAN UNIVERSITY

WILLIAM ARNOLD SHANKLIN, L.H.D., LL.D., *President*
FRANK WALTER NICOLSON, M.A., *Professor of Latin*

PRESENTS OF DARTMOUTH COLLEGE

OSBORN COLLEGE

HENRY CAIRBUTHILL KING, D.D., LL.D., LL.D., *President*

HAVERHILL COLLEGE

ISAAC SHARPLESS, Sc.D., LL.D., *President*

MOUNT HOLYOKE COLLEGE

ELLEN DEBORAH VILLES, Ph.D., *Associate Professor of History*

GRINSELL COLLEGE

CHARLES NORRIS, D.D., *Professor of English Language and Rhetoric*

WHEATON COLLEGE

SAMUEL VALENTINE COLE, D.D., LL.D., *President*

WILLIAM HOMER WARREN, Ph.D., *Professor of Chemistry*

TUFTS COLLEGE

HERBERT VINCENT NEAL, Ph.D., *Professor of Zoology*

BOWDOIN COLLEGE

HENRY JOHNSON, Ph.D., Litt.D., *Tangfellow Professor of Modern Languages*

MASSACHUSETTS INSTITUTE OF TECHNOLOGY

ALFRED EDDAR BIRTON, C.E., D.Sc., *Dean*

YARMA COLLEGE

FLORENCE M. CUSHING, A.B., *Teacher*

WATER COLLEGE

LYMAN GRANVILLE JORGAN, Ph.D., *Professor of Chemistry*

WILLIAM HENRY HARTSHORN, Litt.D., *Professor of English*

WORCESTER POLYTECHNIC INSTITUTE

IRA NELSON HOLDS, LL.D., D.Sc., *President*

ARTHUR WILLARD FLEMING, C.E., *Professor of Civil Engineering*

INAUGURATION OF ERNEST MARTIN HOPKINS

NEW HAMPSHIRE STATE COLLEGE

EDWARD THOMSON FAIRCHILD, PH.D., LL.D., *President*

CHARLES HOLMES PETTEE, C.E., LL.D., *Dean*

MASSACHUSETTS AGRICULTURAL COLLEGE

EDWARD MORGAN LEWIS, A.M., *Dean*

EPISCOPAL THEOLOGICAL SCHOOL

MAX KELLNER, D.D., *Professor of Literature*

BOSTON UNIVERSITY

LEMUEL HERBERT MURLIN, D.D., LL.D., *President*

SMITH COLLEGE

SIDNEY BRADSHAW FAY, PH.D., *Professor of History*

WELLESLEY COLLEGE

ELLEN FITZ PENDLETON, LITT.D., LL.D., *President*

ALICE VAN VECHTEN BROWN, *Professor of Art*

RADCLIFFE COLLEGE

KENNETH GRANT TREMAYNE WEBSTER, PH.D., *Assistant
Professor of English*

CLARK COLLEGE

EDMUND CLARK SANFORD, PH.D., D.SC., LL.D., *President*

LORING HOLMES DODD, PH.D., *Assistant Professor of Eng-
lish*

RHODE ISLAND STATE COLLEGE

HOWARD EDWARDS, LL.D., *President*

SIMMONS COLLEGE

HENRY LEEFAVOUR, PH.D., LL.D., *President*

FRANK EDGAR FARLEY, PH.D., *Professor of English*

PRESIDENT OF DARTMOUTH COLLEGE

JACKSON COLLEGE

CAROLINE STUBBS DAVIES, A.M., *Dean*

CONNECTICUT COLLEGE

RAYMOND C. OSBORN, Ph.D., *Professor of Biology*

PHILLIPS ACADEMY

MATTHEW SHERY McCORRY, *Instructor of Mathematics*

PHILLIPS WALTER ACADEMY

LEWIS PERRY, M.A., Litt.D., *Principal*

WORCESTER ACADEMY

DANIEL WEBSTER ABERCROMBIE, LL.D., Litt.D., *Principal*

PAUL MORGAN, B.S., *President of Trustees*

St. PAUL'S SCHOOL

SAMUEL SMITH DRURY, LL.D., *Head Master*

Representing the Alumni of Dartmouth College

FROM THE COUNCIL OF THE ALUMNI

CLARENCE BELDEN LITTLE, *President*

J. FRANK DRAKE

JOSEPH WILLIAM GANNON

WILLIAM MERRILL HATCH

FRED ARTHUR HOWLAND

HOMER EATON KEVER

CRATEN LAYCOCK

LESTER HAMILTON LITTLE

WALTER EDWARD McLEOD

JAMES PARMESON RICHARDSON

MORTON CHASE TUTTLE

INAUGURATION OF ERNEST MARTIN HOPKINS

FROM OFFICERS OF THE ASSOCIATION OF ALUMNI

EDWARD KNOWLTON WOODWORTH, *Vice-President*

JULIUS ARTHUR BROWN, *Vice-President*

JOHN MOORE COMSTOCK, *Statistical Secretary*

PERLEY RUFUS BUGBEE, *Treasurer*

CHARLES GILBERT DUBOIS,

ARTHUR TURNER SOULE,

PHILIP BATCHELLER PAUL,

} *Executive Committee*

THE ASSOCIATION OF CLASS SECRETARIES

ALFRED EDWIN WATSON, *President*

THE ALUMNI ASSOCIATION OF THE MEDICAL SCHOOL

Dr. ELMER HOWARD CARLETON, *President*

THE THAYER SOCIETY OF ENGINEERS

EDWIN JOHN MORRISON, *President*

Representing the Student Body

THE MEMBERSHIP OF PALAEOPITUS

(See Committees)

THE SENIOR CLASS

ROBERT GORDON PAINE, *President*

JOSEPH WELCH EMERY, JR., *Vice-President*

RAYMOND HARDING BAXTER, *Secretary*

ARCHIE BENJAMIN GILE, *Treasurer*

THE JUNIOR CLASS

PAUL SAWYER MINER, *President*

JOHN EDWARD MCMAHON, JR., *Vice-President*

STANLEY BURT JONES, *Secretary*

ERNEST HOWELL EARLEY, *Treasurer*

PRESIDENT OF DARTMOUTH COLLEGE

THE SOPHOMORE CLASS

GUY EDWARD COLSWELL, *President*
STANLEY CLARKE FITTS, *Vice-President*
CHARLES GREIF RAIBLE, *Secretary*
EUGENE GENTRY NEELEY, *Treasurer*

THE FRESHMAN CLASS

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EARL HARRINGTON BRUCE, *Vice-President*
FRANKLIN DANA JOHNSON, *Secretary*
MILTON ANDREW WILSON, *Treasurer*

THE PROGRAM OF THE INAUGURATION

Thursday, October 5, at 8.30 p. m.

Trophy Room of the Gymnasium

Reception given by the trustees in honor of President
and Mrs. Hopkins

Friday, October 6, at 9.30 a. m.

Rollins Chapel

Morning Prayers

Friday, October 6, at 10.15 a. m.

Webster Hall

The Inauguration Exercises

Friday, October 6, at 1.30 p. m.

College Hall

Inauguration Luncheon to delegates and distinguished
guests

Friday, October 6, at 1.30 p. m.

Robinson Hall Theatre

Noon Reception and Buffet Luncheon for women ac-
companying trustees, delegates and guests, and
the hostesses of the inauguration period

Friday, October 6, at 3.00 p. m.

Alumni Oval

Inter-Class Track Meet

Friday, October 6, at 7.30 p. m.

College Green

Illumination and Torch Light Procession

Friday, October 6, at 8.00 p. m.

Webster Hall

Dartmouth Night

THE RECEPTION IN HONOR OF PRESIDENT
AND MRS. HOPKINS

In view of restricted space in all the buildings utilized for the various exercises which constituted the proceedings of the inauguration, each event was planned with a view to giving some particular group or groups of interested friends special opportunity to participate.

Thus the reception of Thursday night was planned very largely as a family affair where the families of College officers, of the student, and of loyal friends of the College might have best opportunity to greet the new President and his wife, and to encounter the distinguished delegates and guests who were come for the inauguration. The trophy room of the Alumni Gymnasium was selected as the place for the gathering.

The reception hour was set for half past eight in the evening. As darkness fell, the buildings about the College green were illuminated with myriad electric lights. As the time of the reception drew near, long lanes of colored electric bulbs leading to the gymnasium burst suddenly into luminous bloom.

Under the skilled hands of floral decorators the trophy room had taken on rare dignity and beauty. The green of southern smilax enriched the high brick walls and hung in sparkling festoons from bill white columns. Out of banks of palms, box and holly rose great showers of gladioli.

Through the wide windows that open from the trophy room upon the east wing of the gymnasium could be seen what appeared now like a terrace garden, fenced with lattice and hung with golden Chinese lanterns, where the orchestra played throughout the evening. Against this background of lights and flowers stood the receiving line of the trustees and their wives, headed by President and Mrs. Hopkins.

The members of Palaeopitus acted as ushers. In the course of the evening they introduced not less than seven hundred guests, who, after formal greetings, remained to chat, partake of the excellent buffet supper provided by Mr. Fairfield's able staff, and listen to the orchestral music that drifted in from the terrace.

The reception, with its beauty of setting and its manifest spirit of hospitality and good fellowship, proved a most auspicious opening event.

THE PROCEEDINGS OF
THE DAY OF THE INAUGURATION
OCTOBER SIXTH

MORNING PRAYERS

ORDER OF MORNING PRAYERS IN ROLLINS CHAPEL

*Conducted by John King Lord, Ph.D., LL.D., Daniel
Webster Professor of the Latin Language and
Literature, Emeritus*

*Philip Greeley Clapp, Ph.D., Director of Music,
Organist and Choir Master*

PRELUDE

Festival March

Miller

ANTHEM

Jubilate in C

Stewart

By the College Choir

SCRIPTURE LESSON

The Thirty-Third Psalm

HYMN—Number 4

Pleyel

"Come, O Creator, Spirit blest"

PRAYER—Closing with the Lord's Prayer

POSTLUDE

Hosannah

Dubois

MORNING PRAYERS

On the morning of the inauguration, in accordance with previous custom, there was a gathering in Rollins Chapel for prayers. The exercises were extremely simple: an anthem, a Scripture lesson, a hymn, a prayer, but then at the note of entrance for the day.

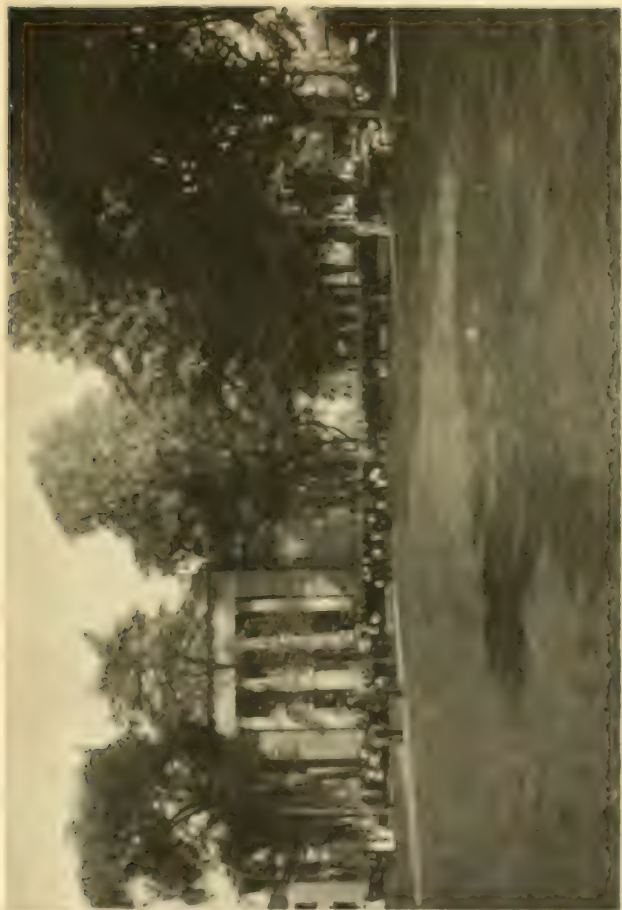
Appropriately, too, as before, Professor John King Lord conducted them. On many past occasions acting President of the College, at all times its trusted adviser, frequently Chapel leader in the days of the now President's undergraduate experiences, then, and in later times, his admired friend and counsellor, now retiring as a member of the faculty, it seemed highly fitting that his last official act as one of that body should be to take his old-time place, and lead the benediction of his presence in the opening of a new era.

Following prayers, the assembly streamed out into the warm October sunshine and formed for the procession into Walker Hall. Led by Newer's Second Regiment Band came first the union, an escort two hundred and fifty strong, in cap and gown. They followed, under guidance of the Grand Marshal, the President of the College and the Governor of the State, then the other trustees, the delegates and invited guests, the College faculty, the alumni in order of classes and a large delegation of undergraduates.

The Assembly was an impressive one. The grass of the campus still shone with summer's green, dotted with ripening rye — gay and sombre, — of maple umbrellas. Smiles and well-measured progressions marked the academic procession as softest voices, barred now and again with burning's profound purple or profounder black, and bearing such its

splendid hood, multicolored and spread proudly like the banner of a scholastic citadel.

The line of march pursued was from Rollins Chapel to the southwest corner of the College green; thence northeast again to Webster Hall, where the escorting seniors formed a long double file, heads bared, caps on left breast, while the procession passed between their ranks and into the auditorium.



100. The residence of the Rev. Mr. J. H. Smith, D. D., at the University of Chicago.

THE INAUGURATION

ORDER OF THE INAUGURATION EXERCISES IN
WEBSTER HALL

*Conducted by Grand Marshal Casson Loring, A.M.,
Dean of the Faculty*

OVERTURE

From "Ruy Blas"

Mendelssohn

DOXOLOGY

The Old Hundredth

INVOCATION

By The Reverend Lucius Waterman, D.D., Rector
of Saint Thomas' Episcopal Church at Hanover

THE INDUCTION, TOGETHER WITH THE PRESENTATION OF THE COLLEGE CHARTER

By The Reverend Francis Brown, D.D., Litt.D.,
(Oxon.), President of Union Theological Seminary
In behalf of the Trustees of Dartmouth College

ACCEPTANCE

By the President of the College

WELCOME TO THE "WHEELLOCK SESSION"

By Ernest Fox Nichols, Sc.D., LL.D., Professor
of Physics in Yale College, formerly President of
Dartmouth College

RESPONSE

By the President of the College

A LETTER

By William Jewett Tucker, D.D., LL.D., Presi-
dent Emeritus of Dartmouth College
To be read by the Grand Marshal

INAUGURATION OF ERNEST MARTIN HOPKINS

MUSIC

Venetian Song

Nevin

SALUTATIONS

By His Excellency Rolland Harty Spaulding, A.M.,
Governor of New Hampshire

In behalf of the State of New Hampshire

By Charles Alexander Richmond, D.D., LL.D.,
Chancellor of Union University

In behalf of the Delegates

By Alexander Meiklejohn, Ph.D., LL.D., Presi-
dent of Amherst College

In behalf of the New England Fellowship of Colleges

By Charles Darwin Adams, Ph.D., Lawrence
Professor of the Greek Language and Literature

In behalf of the Faculty

By Edward Knowlton Woodworth, Esq., Vice-
President of the Association of Alumni of Dart-
mouth College

In behalf of the Alumni

By Thomas Lucius Cotton, of the class of 1917

In behalf of the Student Body

MUSIC

Sextette from "Lucia"

Donizetti

THE INAUGURAL ADDRESS

By the President of the College

HYMN

Milton's Paraphrase of Psalm CXXXVI *Nuremberg*

BENEDICTION

By The Reverend Robert Crawford Falconer,
Minister of the Church of Christ at Dartmouth
College

RECESSIONAL

March from "Tannhauser"

Wagner

THE INAUGURATION EXERCISES

Webster Hall, where the formal exercises were held, was early filled, as to its galleries and boxes, by the families of those who took part in the academic procession, and by a host of others to whom special tickets had been issued.

In the body of the house, the trustees, faculty, and such of the delegates and guests as were to take part in the ceremonial occupied places on the platform. The others were disposed in the main floor seats.

Grand Marshal Cyrus Lippcomb, A. M., Dean of the Faculty, conducted the exercises in accordance with the program. Following the invocation, the audience rose and joined in singing the Doxology, after which the Reverend Luther Waterman, D. D., Rector of St. Thomas Episcopal Church at Hingham, pronounced the invocation.

THE INVOCATION

O Lord God Almighty, Well-spring of wisdom, Master of power, Guide of all growth, Giver of all gain. We make our prayer to Thee, this day, for Dartmouth College, earnestly entreating Thy favor for its people, for its work, and for all its life. Especially do we ask Thy blessing upon this Thy servant, who is today to be established in his place in the honorable succession of the Presidency. Enlarge in him, we beseech Thee, this good gift which we already know in him, of strong resolution, of high purpose, and of a humble heart; enrich him abundantly with special gifts for special needs; and strengthen him with Thy perpetual help to build up this College to higher and higher things. Let Thy hand be upon its officers of administra-

tion to make them strong and wise, and let Thy Word make known to them the hiding-place of power. Give to its teachers the gift of teaching, and make them to be men right-minded and high-hearted. Give to its students the spirit of vision, and fill them with a just ambition to be strong and well-furnished and to have understanding of the times in which they live. Save the men of Dartmouth from the allurements of self-indulgence, from the assaults of evil foes, from pride of success, from false ambitions, from hardness, from shallowness, from laziness, from heedlessness, from carelessness of opportunity, and from ingratitude for sacrifices out of which their opportunity has grown. Make, we beseech Thee, this society of scholars to be a fountain of true knowledge, a temple of sacred service, a fortress for the defense of things just and right. And fill the Dartmouth spirit with Thy Spirit, to make it a name and a praise that shall not fail, but stand before Thee for ever. We ask in the Name in which alone is salvation, even through Jesus Christ our Lord. Amen.

THE INDUCTION, WITH THE PRESENTATION OF THE COLLEGE CHARTER

The induction, together with the presentation of the College charter, as given by the Reverend Francis Brown, D.D., Litt.D. (Oxon), President of Union Theological Seminary, in behalf of the Trustees of Dartmouth College, today assumes special significance from the fact that it constituted the last public act of Doctor Brown.

It was known that he was in poor health. To those who watched him during the ceremonial the pallor of his countenance betrayed still more. That and the grandeur of his voice and bearing, and the eloquence of his words cast a spell over the audience. If he had premonition that for him the end of life was near, it was only thus that he imparted it to others.

For within ten days, the College and the whole world of learning were mourning his death.

The words of the induction, addressed first to the assembly, were as follows:

Friends of Dartmouth College, Honorable Delegates and Guests, Alumni, Students, Ladies and Gentlemen: All the hopes we had when we asked you to come here for an inauguration seven years ago have been more than fulfilled in the sagacious and brilliant presidency of Doctor Nichols, —except one. We hoped it would be longer. We did not do full justice to the grip of a great science upon a master of it.

Last autumn he tendered his resignation, to become a physician more more. In view of his own firm decision, the trustees felt constrained, most reluctantly constrained, to accept it, and did so at their meeting of November 19, 1918. So the first decade of Dartmouth presidents came to an end.

The choice of a successor, deliberately made, has fallen upon Ernest Martin Hopkins, a graduate of the College of the Class of 1901, who was elected by unanimous vote at the reunion, June 13, 1916. Upon his acceptance, his inauguration, as eleventh President, was fixed for today, and has brought us together.

Turning then to the President, and addressing him directly, he continued:

Ernest Martin Hopkins, you already know our College administration in detail. That is the smallest thing. You are an alumnus of the College; we can say more than that, the alumnus, we might almost call you, such is your representative quality. Dartmouth has, in these later years, come to depend on its alumni to a growing degree, to feel that it lives in them and that they live for it. If votes were cast to decide who among us most clearly embodies this

spirit, you would stand close to the top of the poll. In its development you have been an originating force.

You have, for some years, been seeking skill in training men. You like to see men grow and are accustomed to helping men grow. For this reason, too, we have sought you here. We want this to be continually a place where the intellectual life is set high. We pray that it shall never cease to be a place where personal character is set high.

Educational theory is one thing, and important. You have studied it, and you will study it more. Educational instinct and enthusiasm are more fundamental. We have more theories of education now than some of your predecessors dreamed of. But they were all men of distinctive power by virtue of thorough education and moral enthusiasm. Let it be your glory to maintain like power, for the sake of all.

You will need patience, sympathy, resource, common sense, humor, good temper, good health. You will need light and strength from Almighty God.

This charter, which we commit to you, is a royal decree of incorporation—proven valid under the Republic. It is good law, and good history, and good religion. It has been through the fire. Guard it, as your life.

As I place it in your hands, I act in the name of the trustees of Dartmouth College, and, in their behalf, I induct you, Ernest Martin Hopkins, into the Presidency of the College, and declare you possessed of all the rights, honors and obligations which belong to this office.

ACCEPTANCE BY PRESIDENT HOPKINS

President Hopkins' response to the formal induction was as follows:

Doctor Brown and Gentlemen, The Board of Trustees. This ceremony of the formal induction and the presentation of the charter necessarily marks for me a moment of utmost seriousness and a moment of deepest humility. In such spirit I receive this ancient parchment, as a symbol of the responsibilities which I accept herewith to be mine; to work with no ambition save for Dartmouth's best interests; to be solicitous for and helpful to all men whose minds and hearts are concentrated intelligently in the high purposes of the College; and, in so far as this position gives especial emphasis to word or deed, to make those influential to propagate and stimulate an ardor for service like that which inspired the founders and ennobled the College.

WELCOME TO THE "WHEELLOCK SUCCESSION"

The Welcome to the "Wheellock Succession," by Ernest Fox Nichols, Sc.D., LL.D., Professor of Physics in Yale College, formerly President of Dartmouth College, was as follows:

President Hopkins: You have now been formally invested with all the authority, powers and responsibilities granted under our ancient charter to the President of Dartmouth College. The often heavy cares and burdens of your humdrum office have, at times, been lightened for your predecessors by the feeling of a close and personal relationship to our great founder, Eleazar Wheelock. In time of greater need some of them have drawn strength and inspiration from his adventurous spirit, his enormous energy, his courage, his steadfastness, his wisdom, his faith. What thou before you have achieved in the upbuilding of this

College they have done often in conscious allegiance to his memory and his high example.

The earliest form of government in Dartmouth College was family government at its best. It was patriarchal and, through a happy fortune, in all its growth, through all the changing vicissitudes of its rich and picturesque history, a flavor of this patriarchal order survives in the College to this day.

Our past presidents whose service stands foremost in our records have shared this patriarchal feeling, have been men ever conscious of the kind and measure of responsibility that rests upon the head of an old and an honorable house.

Sharing thus the founder's spirit, inheritors in common of a vital tradition, inspired by a group of formative and steadily growing ideals, the presidents of Dartmouth College form a procession of lineal descendants of Eleazar Wheelock.

The phrase, "The Successors of Wheelock," is, therefore, no idle one, and it is its least significance which refers to a mere succession in time. So far as I know, it was my beloved predecessor, Doctor Tucker, whose mind most dwelt upon this matter. It was he who first gave the idea formal recognition in an inaugural ceremony when he said, and I wish to quote him accurately:

"I believe that the greatest possession of the College has been and is still the spirit of Eleazar Wheelock in so far as it has been transmitted through his successors. I think, therefore, that the term 'The Successors of Wheelock' is worthy of public, if not of official recognition. Unwittingly Wheelock himself originated the expression in the very thoughtful provision which he tried to make for those of us who were to come after him. 'To my successors,' he says in one of the last clauses of his will, not to the trustees nor to the College, but 'to my successors in the presidency I give and bequeath my chariot which was given me by

my honored friend, John Thornton, Esquire, of London. I also give to my successors my house clock which was a donation made me by my much honored patrons, the Honorable Trust in London."

"It is no matter of surprise, as we recall the utter indifference of each generation to those things of its daily handling which are likely to become historic, that these perquisites of the succession have long since disappeared. But happily the intention of Wheelock was caught and held in permanent shape. When John Wentworth, Governor of the Province of New Hampshire, returned from the first commencement, he sent back a silver punch bowl bearing this inscription:—

"His Excellency John Wentworth, Esquire, Governor of the Province of New Hampshire, and those friends who accompanied him to Dartmouth the first Commencement in 1771, in testimony of their gratitude and great wishes, present this to the Reverend Eleazar Wheelock, D.D., and to his successors in that office."

This bowl (the punch bowl) it is now my privilege, President Hopkins, to pass on to you. It is with great pride and deep loyalty, with large satisfaction and the highest hopes for your personal success and for the greater welfare of the College that I bid you welcome to "The Wheelock Succession."

RESPONSE BY THE PRESIDENT

President Hopkins' response to Dr. President Nichols' welcome was as follows:

Doctor Nichols: It is an exceedingly pleasant circumstance for me, if this token must be transmitted, that I should receive it from you, with whom I have been in happy contact for eighteen years, successively as student, as subordinate in your office, and as an alumnus under

your administration. I accept this emblem from your friendly hands with appreciation both of your renown as a scholar and of your assured reputation as an administrator,—but with my thought principally of you as a Dartmouth man, tested and proved in her service.

The Wheelock Succession seems to me not simply a legendary line, but rather a group of living men.

The elder Wheelock has been to me for years an heroic figure, that I have associated with this Hanover plain as distinctly as I have associated with it many a man whom I have known personally and have met daily. President Brown, President Lord, President Smith and President Bartlett, I have known vicariously through the priceless service, now and for years past, given to the College by men of their blood, for whom I have both the sincerest admiration and the sincerest affection.

No influence in my life outside of that of my home has ever been so important to me as that of the loved and venerated leader of the College of my undergraduate days; and to the mention of the name of President Tucker my heartstrings vibrate in response,—as do those of other Dartmouth men,—as response is made only to the most sacred things in life.

It is a wonderful heritage. As Antaeus of old, son of the Earth, found power whenever he could touch Terra, so always we can turn to the line of our descent with assurance of strength. And I herewith pledge my ceaseless effort to be worthy of the privilege, and, in so far as in me lies, to become in accomplishment, as well as in name, truly of the lineage of the Wheelock Succession.



THE INAUGURAL PROCESSION

A LETTER FROM DOCTOR TUCKER

The following letter from William Jewett Tucker, D.D., LL.D., President Emeritus of Dartmouth College, was now read by Grand Marshal Ogden Loring.

COLUM KIRKIE, HANOVER, N. H.,

OCTOBER 4, 1916.

To the Honorable

Frank S. Streeter, LL.D.,

Chairman of the Committee of the Trustees on
the Inauguration.

DEAR MR. STREETER:

You have kindly anticipated my inability to take part in the exercises of the inauguration in person by asking me to respond by letter to the invitation of the trustees. I need not say that I am most happy to be able to make this response.

I think that the chief significance of the present occasion as of all like occasions in our academic fellowship, lies in the fact that it serves to make clear the true relation of the academic to the public mind. The popular conception of the academic mind is at one point at least, as we well know, at variance with the actual fact—not a mind of unflinching calm, but a mind continually vexed by problems, often in bewildering succession. Hardly a generation has passed since our college faculties were called upon to make room, not only in the college corridors but also in their own minds, for the vast volumes of the new subject-matter of education. The demand was for more than places; it was a demand for hospitality. Room enough could not be made for the new through any displacement of the old except by the willing and co-operating consent of those in possession of the academic field. The adjustment was effected, not without the loss of some valuable material,

but with a marked quickening of spirit. The spirit of investigation then awakened in our colleges is still an unspent force; and it has left an unfinished task of no mean difficulty, as may be seen from the present state of the curriculum in every college and university in the country.

And now another problem of quite another sort is forcing itself upon us, requiring for its solution not simply the investigating, but, still more, the interpretative mind. The problem grows out of the change which has taken place in the human element in our colleges, a change in students themselves as subjects of education, more perplexing in many ways than previous changes in the subject-matter of education. The average student of today is not first a well defined individual, or the product of well understood family traditions. He is the child of his generation, susceptible, however unconsciously, to a wide range of outward influences, swayed very largely by what is to him public sentiment within college or without, capable of acting nobly under the play of his aroused instincts, able also in many cases to transmute the social impulse into personal power. Is it not evident that the social impulse which is now dominant is creating a very definite human problem in our colleges? Is it not also beginning to be evident that we are not solving the problem by simply attempting to break in upon the social mass to rescue here and there an individual in the interest of scholarship, instead of seeking to find out how the social impulse may be made conducive to scholarship as a recognized and desired form of leadership? It is quite possible that the young men of the generation may feel their way more surely into their own future, than the older men of the generation may see the way for them into their future, unless as older men we add to experience the gift of interpretation. I believe that there is always a place in our colleges, but now more than ever, for the interpretative

mind beside the investigating mind—and a place of equal honor. Few of us are willing to confess any ignorance of human nature; but I doubt if many of us would be willing to subject ourselves at this point to those tests of knowledge which we apply elsewhere. Has not the time come to make the social impulse, which is controlling if not producing the present college student, a matter of wide, accurate and sympathetic study, a problem to be reckoned as vital to college training as the problem of the curriculum?

I congratulate President Hopkins upon the call to assume, at this juncture, the responsibilities of the academic mind. I congratulate the College upon what he is in himself, and upon what he is so competent to bring to its service. The variety of gifts and attainments now within reach, under any call to academic leadership, is the direct and legitimate result of the character of our academic training. The New England college has never been guilty of provincialism. Though born in straitened circumstances, it has not been straitened in mind or in spirit; and, through the persistency and fearless exercise of its intellectual and spiritual freedom, it has always made vital contact with the world. I believe that, as each of our colleges continues to act consistently with its own traditions, and meet in harmony with the common heritage, it will be best able to take its part in the training of the national character in this time of the nation's opportunity.

Sincerely yours

WILLIAM JEWETT TURNER

SALUTATIONS

I. BY GOVERNOR SPAULDING

The salutation by His Excellency Rolland Harty Spaulding, A.M., Governor of New Hampshire, in behalf of the State, was as follows:

Mr. President, Alumni of Dartmouth College, Ladies and Gentlemen: This happy occasion, an important milestone in Dartmouth's progress, emphasizes once more the long and close relation between this College and this State.

The installation of a native of New Hampshire as the head of her chief institution of learning fills the State with pride and joy and hope. I cannot express these feelings with the eloquence which they deserve, but I trust that the College and all its friends will give them full appreciation. From the parsonages of rural New England have come great thoughts, great books, great men and great women. In one of these centres of plain living and high thinking, in the home of the Baptist minister at Dunbarton, Merrimack County, New Hampshire, the new President of this College was born. So that, in the present choice of a head, Dartmouth has honored her own worthy son and her own home State, and has departed but one generation from observing the ancient rule that Eleazar Wheelock's successors should be clergymen.

New Hampshire is proud today, I repeat, because from this home among her hills has come the new President of Dartmouth College. She is proud, too, of this College to which he comes, or rather, to which he returns. Pride in the splendid past, joy in the prosperous, useful, helpful present, hope for an ever greater and better future: these are the feelings with which our State today regards this venerable, but vigorous institution of learning.

Every decade in Dartmouth's history has brought her

some new problem to solve; some additional duty to assume. And not since has she failed to rise to the occasion. In the readjustment of the world relations, political, social, economic, which the next decade will witness, Dartmouth will take large part through the men whom she has made men in the past, and through that constant stream of trained intelligence and high endeavor flowing from its source here among the hills into the great arena of active life and important enterprises.

Dartmouth in the past has kept pace with the progress of events, and, by so doing, has made herself an important factor in those events. Within the brief span of my own remembrance, I have seen a new Dartmouth take form and grow great under the inspired leadership of Doctor Tucker; and I have seen his work continued and made secure by the wise devotion of Doctor Nichols.

Now I see in the President's chair a third type of man, destined, I believe, to rank with those others, and with their famous predecessors. I see a man sprung from the granite of New Hampshire; a man filled with the wonderful Dartmouth spirit; a man personally trained by Dartmouth's greatest President; a man in close touch with that far-flung line of alumni who are the bulwark of Dartmouth strength.

Taking a broader view, I see in the President's chair a man who has given successful study to the greatest problem of our American life today,—the relation of employer and employee.

In part because of this study and in part because of his other qualifications, I believe that Dartmouth's new head will be able to link more closely than ever the man-thinking life of this College with the nation-making life of this nation. In this great work, and in all his endeavors, he will have, I know, the sympathy and the support of Dartmouth's home State, the State of New Hampshire.

II. BY CHANCELLOR RICHMOND

The salutation in behalf of the delegates, by Charles Alexander Richmond, D.D., LL.D., Chancellor of Union University, was as follows:

President Hopkins: In the name of the delegates representing the colleges and universities and learned societies without the sacred territory of New England, I bring you felicitations and offer you on their behalf our friendly greetings and good wishes. We welcome you to the Brotherhood of College Presidents. It is not exactly a union, for there are certain privileges and emoluments belonging to those most favored organizations which we do not enjoy. We cannot even promise you the eight-hour day which our brother President at the White House has discovered at this psychological moment in the political calendar to have behind it the eternal and unalterable sanction of society.

You will not get ten hours' pay for eight hours' work. As the seasick Frenchman responded when he was asked if he had had his breakfast,—“Au contraire.” The day's work for you, sir, will be determined by the day's demand, and, believe me, there is a singular satisfaction in belonging to a profession where the hours of work are not measured off by the blast of a steam whistle.

And yet it is a real brotherhood, as you will find. There are few saints among us,—none at all, if the vulgar estimate is to be accepted. But we are a good fellowship of prophets, a noble army of martyrs,—prophets, as we hope, of wisdom, martyrs in the common and precarious cause of education. In the language of the old hymn:

We share our mutual woes,
Our mutual burdens bear.
And often for each other flows
The sympathizing tear.

But it is only fair to say that our scholars are for the most part *veritas* men and our hazards mental hazards.

You are entering a very peculiar profession. The college president of the popular imagination is a very strange kind of animal. In *zoology* he would be classified as a monster, —part scholar, part business man, part politician, and part minister of the gospel. I do not know how well qualified you are to meet these kaleidoscopic requirements, but let me assure you that, after all, a very moderate degree of intelligence, a good deal of good nature and some common sense will make a very acceptable substitute, —especially common sense. As old Doctor McCash used to say:—"If a man only lacks knowledge we can do much for him, but if he lacks common sense may the Lord have mercy on his soul."

I hope you will not be too efficient. Bear in mind that a college president is not merely a business man, and a college is not to be thought of as a business proposition. You probably know it very well, already. A college is rather a nursery of tender plants and you will be astonished every day to find how tender they are in most particulars and how much they need nursing. If you will allow me to refer to a personal experience, there was a man who came to play tennis with me last summer. I asked him where he was, and he said in the Yale "Shed." I asked him if he was taking a special course and he said no, but that he thought his course would prepare him for the special business he was intending to engage in, that he was expecting to succeed his father in business. I asked him what his father's business was, and he said he was a manufacturer of nursing bottles.

Of course, at the present time it is not only proper but incumbent upon the speaker to quote the oft-quoted words of Daniel Webster, your most famous son,—"It is a small college, but there are those who love it." Dartmouth

College is no longer a small college, but I trust, as has already been indicated in the letter from Doctor Tucker, that the spirit of the small college will always remain with you—the intimacy between students and faculty, the friendliness, the warmth and kindliness of spirit that were so much a part of the old college community. You may be entirely sure that there will always be many to love her.

I hope you will not grow too prosperous. The high cost of prosperity is something we have lost sight of at times in thinking of other things. While this may seem to have a comic side, it has also a very serious side. It is told of Thomas Aquinas that he once visited the Vatican. After showing him the treasure of his palace the Pope said to him, "You see the day is past when the church could say as Peter said to the lame man, 'Silver and gold have I none.'" "Yes," answered Aquinas, "and the day is also past when the church could say, 'Rise up and walk.'"

With all the lavish appointments in equipment and buildings and with all the rich endowment of the modern university I sometimes wonder whether we have not lost something of the spiritual power which our colleges had in the earlier and simpler days, when they were poor in everything else, but passing rich in the treasures of the mind and spirit.

The proceedings here were enlivened by a disappointed hope, aroused by the appearance of a punch bowl—a disappointment which, to a man of Scotch descent, is not only an injury but an insult. But I place this interpretation upon the bowl or cup. In Lanarkshire in Scotland there is a place called Tintock. It is a steep isolated hill, difficult of access and often clothed at its crest with a cloud of mist, and there is a traditional rhyme which some one made about it in some forgotten time. It runs this way:

Out from the top there is a road
 And in the mist there is a light,
 And in the haze there is a cup,
 And in the cup there is a drop,
 Take in the cup—well up the drive,
 And leave the cup on Turkey top.

The steep ascent of the hill symbolizes the hard climb that lies before those who would find the hidden secret of truth. The precious drop in the cup is the distillation of truth itself,—or wisdom, which we may call the highest truth,—the wisdom described by the sacred writer of the *Proverbs*; and we, perhaps, who are set at the head of those institutions where wisdom is sought, and taught, may perhaps regard ourselves as custodians of the cup. May we be faithful guardians.

To you, President Hopkins, coming this day into this circle, we extend the right hand of fellowship. You will help us to keep the faith. May you remain with this time honored institution for many years, that you may see many young seekers after truth make the difficult ascent and put in their lips this precious cup of wisdom; and, as the years pass, may you reap the happiest reward that can ever come to us—the consciousness that you have been the means of inspiring those young disciples in their quest, and that you have been able to give them a hand of guidance and of help.

III. BY PRESIDENT MEIKLEJOHN.

The salutation in behalf of the New England fellowship of colleges, by Alexander Meiklejohn, Ph.D., LL.D., President of Amherst College, was as follows:

I bring to you, Mr. President, the greetings, the congratulations, the good wishes of those who dwell within "the sacred circle," the New England colleges. That the

hearts of these old institutions are brimming with good will and friendly interest goes without the saying. Our presence here today, our eager anticipation of the words in which you are to formulate your principles and plans, the traditional fellowship of the colleges, all these give adequate assurance of a New England welcome.

But I am commissioned to put this message into words. How shall it be done? Surely in no other way than by showing that it cannot be done. And in the face of an impossible task, let me resort to figures of speech and even to mathematical formulas. If I might, by means of an equation, establish the relation of difference between the message itself and my inadequate rendering of it, and might then give my words to you with the expectation that you would make the needed calculations, it might be that by your own intellection, if not by direct hearing of my words, you would receive the greetings of the colleges for whom I speak.

And in the first place, may I remark, what every one knows, that no one can speak for all the New England colleges at once. The New England college orchestra has many instruments of many different qualities and colors, no one of which can represent the others. And, may it be added, this orchestra is not at all accustomed to playing in unison. The fiddle is not the harp, the drum is not the flute; they may and they do scrape and twang, pound and blow together in a common cause; but each one of them knows himself, is conscious of his own peculiar, individual soul; he is not like his fellows, however much they may agree.

But the figure promises to enable me to tell you just how one member of this orchestra, inadequately enough, may speak for all. And so I hasten to pursue it further. I do not know orchestral music well but I have had experience of it which comes back to me now with something like a

revelation. I remember that, as the instruments began to play, the music went swifly along, gathering up disconnected sounds, piling them all together in this or that relation, until I got the feeling that a stage was being set, a situation made. Then with a mighty crash and crash to mark the end, to tell you that the work was done, there came a silence. And in the midst of the silence, alone and very plaintive, arose the voice of the alone giving the theme. It seemed to me a frightened thing, a sort of messenger telling of things to come and then scurrying from sight and sound to lose itself in the mighty things it had foretold. And then again, with stage arranged and theme before us, the orchestra went on its way, glorying in its power, singing its song, telling to human spirits the message of another spirit in form of sounds.

And now, sir, if you will calculate, I will give to you the equation you may solve. I am the plaintive, frightened alone, giving the theme but not expressing it. All around you surges the ensemble of which I try to tell. I cannot give the mauling clanger of the brass, the booming thunder of the drum—I will not say who, of these delegates before me, could. I may not try the tender twanging of the harp—perhaps we might know where to go for that. But must of all I cannot give the swinging, crashing, mighty chorus of the whole,—the greetings of these colleges to Dartmouth and to you. But I do give the theme, and here it is—Dartmouth is glad today and we are glad with her in this her day of new beginnings.

And as we welcome you we are not unmindful of our friends, the splendid men you follow. Two places back along the line of your procession is one we always marvelled at—he was so wise and fine and strong. And just before you, came our friend and comrade, stalwart and true, whom every one of us delights to honor. And now you come fresh from the touch of things that men are doing.

You come with youth and strength and high resolve to show young men how living should be done. We bid you welcome, we pledge you friendship, we join with you as comrades in a common cause.

IV. BY PROFESSOR ADAMS

The salutation in behalf of the faculty by Charles Darwin Adams, Ph.D., Lawrence Professor of the Greek Language and Literature, was as follows:

President Hopkins: I bring to you the cordial welcome of the faculty of Dartmouth College, as you take your place to be our leader and our head.

We together take up today a work that comes to us as a legacy from the long past. Strong men, generation after generation, have rejoiced to give their lives as presidents and teachers of this College, and they have laid down their work trusting that other men, worthy of the succession, would enter into their labors.

We realize that no hired service, no life moved chiefly by personal ambition, can suffice to fulfill our obligation as members of this faculty; and we see in every obligation our high privilege.

Called to such obligation and such privilege, we rejoice today that we receive as our head, and the *alma mater* as her President, one who loves Dartmouth. You have not been of those who are content to receive from the College its teaching and then to go forth to use their trained powers for personal advantage, forgetting the Old Mother.

We know that no man, even of the faculty, privileged as we are to remain here year after year as classes come and go, — no man even of us has been closer to the inner life of the College than you have been in these years in which you have been away from us, with heavy responsibilities of your own. Whatever place you have called your home,

this has always been the home at your heart. We rejoice that now you have come home. It is good that from this day you can give yourself wholly to the cause that you love.

You find a faculty drawn from many colleges—and this is well; only we can their combined wisdom become so broad and progressive as to be adequate for the direction of a great and growing institution. But this breadth of view must not be purchased at the expense of unity of purpose, or definiteness of ideal. We shall look to you, our President, so to present in your own person the Dartmouth ideals and the Dartmouth loyalty, that your faculty shall be as one man. Though we come from diverse surroundings and experience, though we look at life from various standpoints, and emphasize different elements of culture, we hope all to be drawn together by you into oneness of essential purpose, in the glad service of the College.

To many of us this will be no new experience, for your thoughts and ours turn first today in reverent affection to the man out of whose prophetic insight and the devotion of whose rare powers grew the New Dartmouth. It was your privilege to share his life as no other man shared it. We therefore look upon you as one who brings back to us, in the vigor of your young manhood and the promise of long, strong years, the life and spirit of our beloved leader. We believe that you will sincerely cherish in yourself his high ideals for the College, his love of truth, his faith in God, his undaunted courage, his utter unselfishness, above all, his unswerving faith in the good that is in every young man. To you, his spiritual son, we, your faculty, look to perpetuate among us the beautiful spirit of Deane Tucker.

You return to Dartmouth to find a college that has been steadily advancing in these last years. Under the lead of a scholar whose work in pure research had early placed him in the forefront of American science, the College has come to a new appreciation of the value and the joy of the

intellectual life. In the seven years of Doctor Nichols' administration the scholar has become more and more the honored man of the College; new avenues of scholarship have been opened, new appeals have been made to youthful ambition in the things of the mind, new forms of expression of the intellectual life have been developed, and the central aim of the College has been made clear as never before in its history. Every year has marked a stage in intellectual advance. We now look to you to continue this splendid leadership; to take at the flood this rising tide of honor to scholarship and of scholarly ambition.

But you are also to be congratulated upon coming to the Presidency at a time when new problems call for new educational policies. You find a local problem in the rapid increase in the proportion of men who are looking, not toward the old so-called learned professions, but toward administrative work, especially in the fields of commerce and manufacture. In the Tuck School you find admirable provision for the training of this large group of men in the final years of their course, but you will find as yet unsolved the problem of so shaping their earlier college years as to assure the combination of liberal culture and rigid discipline that the new situation demands. We await your leadership in this fruitful field, and the more confidently from the fact that you come to us not from academic pursuits, but from the world of affairs, where you have been among the pioneers in seeking the solution of the most pressing social question of the hour, the humanizing of the vast and often selfish and cruel forces of modern business. You thus bring to our most immediate local problem experience and insight that make you our predestined leader.

But a still larger problem is today challenging the thought of every college and university in the land. We had been steadily tending toward individualism in education, seeking to train each man along the line of his own personal

talents and ambitions. But today these come from every side the challenge to the college to prove its ability to send out men who seek the fulfillment of their personal ambitions by giving their lives ardently to the common life of their country. Whether it be in the service of social betterment, of pure and unselfish political leadership, in preparation of heart and mind by the collective duties of peace, or in the training of mind and body for the national defence, in whatever form the spirit may manifest itself, the college man of tomorrow must be a man who thinks in terms of nationalism, yes, in the broader terms of international duty and privilege.

You come, President Hopkins, to the leadership of a college that has won glory through its sons on the battle fields of the Revolution and of the Civil War—leave men and a college whose pride it is to call herself the mother of the great defender of the Constitution, the intellectual preserver of the Union—see us in this Hall in his peculiar presence. In the name of those sons of Dartmouth, we call on you to lead the new generation of Dartmouth men into a keener appreciation of the meaning of citizenship and a more adequate preparation for fulfilling all its duties. And now, as you take up this week, we, your faculty, pledge to you our loyal support, our most faithful endeavors, our sincere affection.

V. BY MR. WINTERBURN

The resolution in behalf of the alumni by Edward Kennell Winterburn, Esq., Vice-President of the Association of Alumni of Dartmouth, was as follows:

Mr. President: So far as I am aware, the only matter of regret in connection with this most happy occasion is the unforeseen absence of Mr. Edward W. Knight, the President of the Alumni Association, who very naturally had been

chosen to extend this salutation in behalf of the alumni. We, who know Mr. Knight and have heard him speak at Dartmouth gatherings, are conscious of our loss because it is not he to whom we are listening at this moment. I count it a great privilege and no small honor, although it is merely by virtue (I might say by accident) of my office of Vice-President, that I am permitted to greet you in his stead.

Much of our pleasure and satisfaction today comes from the fact that you are one of us; that you are a Dartmouth man, imbued with the Dartmouth spirit, our brother, and to very many of us a younger brother.

You are the product of what we are often pleased to call the new Dartmouth, meaning, of course, simply the old College, plus all which came to it of expansion, virility, and practical idealism following the inauguration of that greatest of presidents, William Jewett Tucker. It was only yesterday that you were meeting the same problems, and under almost the same conditions, which today confront the undergraduate: here you have felt the distracting excitement of the football season; you have wrestled with abstruse problems in science and philosophy; but we suspect there have been times when the problem of transcendent importance seemed to be, "Can our team win?" You can appreciate the feelings of young men struggling to achieve Phi Beta Kappa standing, or to give to the athletic success of their *alma mater* an importance to which it may not be wholly entitled. And so we are congratulating ourselves that no man could have been chosen to lead and inspire the coming generations of Dartmouth men, who understands the Dartmouth undergraduate and his point of view better than yourself. For surely, no one thing can be more important than a genuine sympathy between the director and those he must direct.

Your experience since your own graduation has been

an ideal training for your new office. The years of intimate association with President Tucker have given you invaluable experience in the details of college administration. We know that you have been impressed by his constant insistence upon the importance of a sense of relative values,—the putting of first things first,—and we know that you will preserve and pass on this good and fundamental educational principle as an essential characteristic of Dartmouth training. Moreover, the years you have spent in the business world have taught you much of what is expected of the college graduate in this day and generation. You have learned wherein our colleges and universities fall short of their opportunity to train to their fullest extent the talents and faculties so urgently needed. You have met with great success, and were awarded of corresponding financial rewards. And so, as some one has said, the wonder is not at your election, but at your acceptance. To those of us who have known you well, however, the action of both the trustees and yourself seems to have been almost inevitable.

Your new position is one of the most honorable among all the employments of man. None carries greater dignity nor opportunity for usefulness. But, as a corollary, none carries greater burdens and responsibilities. As Judge Russell well said of President Nichols at his inauguration, it is we who should thank you for accepting the call, rather than you who should thank us for giving it. However, it is right that we should congratulate you. Surely, you are to be congratulated upon the splendid equipment which the College now enjoys. Never, I believe, has the College commanded the services of a finer corps of teachers. Never has the Board of Trustees been made up of more able, useful and devoted men. That the College never has been held in higher esteem by the State and by the nation seems to be evidenced by the number of men in

the first class to enter under your administration. You will have the benefit of the notable and successful efforts of President Nichols to realize in the College a higher standard of scholarship. To his everlasting credit it can truly be said that President Nichols has made a splendid contribution to the growth and development of the College, and passes it on to you a better institution than he found it. His service to Dartmouth has earned for him the right to return to his work as a teacher, which he so dearly loves, and in which we wish him every happiness.

And now, Mr. President, it remains for me only to pledge to you the same loyal support which the alumni have rendered to your immediate predecessors. Without their help your opportunities for usefulness cannot be fully realized. Any President of Dartmouth is entitled to this support as of right, but you are entitled to it in an unusual degree. If it shall exceed, as it ought, what has been granted in the past, it will be in no small measure because of your own work in organizing and directing alumni activity and making it more effective as evidenced by the Association of Class Secretaries and the Alumni Council.

In conclusion, I must refer to your admirable address upon the opening of the College. It shows an independence of thought, a comprehension of the practical relations between college life and the world at large, the possession of high ideals, and an ability to express and impress your thoughts, which augur well for the success of your administration. We are with you, President Hopkins, and we look forward with confidence to the years which are to come. As the roll of graduates extends, we are sure that the history and traditions of the College will be preserved and added to, that the usefulness and influence of old Dartmouth in the State and in the nation will grow under your hand, and we are profoundly thankful that you have been called to this great task.

VI. BY SENIOR CLYTON

The invitation to Schott at the student body, by Thomas Lucius Colver, of the Class of 1897, may be found:

Mr. President, I bring you the good will of the undergraduates of this old College which you are now to lead. We want to express our warmest appreciation to you for coming to head our institution at this time when Doctor Nichols, our efficient leader for the past six years, feels that he can be with us no longer.

There never was a time when Dartmouth undergraduates felt more keenly the immediate needs of the world than at the present time. You, President Hopkins, have been instrumental during our short acquaintance with you, in bringing these needs to our attention, and we believe that in the next decade Dartmouth men are going to be better fitted, intellectually and spiritually, to meet these calls to service because of your serious purpose and convincing character.

We realize that, in the years of readjustment that lie before us, there must be the heartiest understanding and sympathy between President and students. Therefore, we want to go on record here as being a big family of Dartmouth men with the fullest possible measure of love and devotion to you, our new leader. If there are changes which your broad training tells you must come, be ever sure that no matter how much the student body is affected, it will respond to your keen judgment with sincere loyalty. Modern courses may seem more attractive to us than the old classical and mathematical training, but if your practical experience has proved that the old gives a better mental discipline and a broader perspective than the new, we hope you will keep us to the old. We care very little whether Dartmouth is called a progressive college or not,

so long as we are able, because of our training here, to be of practical service in the world.

We admire your high ideals and aspirations for this old College, and are ready to fight shoulder to shoulder with you until those ideals are realized. When you are working out those difficult problems that are confronting college presidents, be very sure that, scattered about this campus, there are fifteen hundred men ready to back you in your every decision. We hold ourselves a dynamic power ready to be released and guided by you into channels of great usefulness, both to our College and to our age.

Thus, President Hopkins, we offer here our oath of allegiance to you and to the College, for we believe that you will put the emphasis where it belongs, and that, with this correctly placed emphasis, will come a long procession of useful Dartmouth men. Again we say: Use us, depend on us, let us share the burden as well as the satisfaction of making the future Dartmouth a Dartmouth which makes men, big men, men who can render noble, intellectual service to this age of ours.

THE PRESIDENT'S INAUGURAL ADDRESS

Following the salutations President Hopkins arose and thus extemporaneously prefaced his formal address:

It is perhaps well that the length of the program gives no opportunity for a response to the salutations that have been given, because none could be adequately made, but I wish for just a moment, your Excellency, to you and to the delegates outside of New England, as well as those within the charmed circle, to express an appreciation of your presence, of your good wishes and of the friendship that has been expressed by you, as well as by the alumni and the student body. I wish to say that nothing could be more precious to me at the present time, and I thank you



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one and all. Now for a few moments I want to speak to you on the subject of

THE COLLEGE OF THE FUTURE

College is passing to an end. This statement of fact, even if, perchance, it be lacking in originality of conception or novelty of form, is as fundamental to all right thinking in regard to college administration as to demand constant consideration and our infrequent restoration—and rarely it ever has it required emphasis so insistently as now. If I read aright the purposes of our ancient institutions, or of the devoted lives of those whose work has made our colleges what they are; or if I interpret aright the overwhelming need of times to come, the end is constructive idealism interpreted in terms of service.

Civilization is being shaken to its deepest foundations, and agnosticism is rife in regard to much that has been accepted as axiomatic in life. Many a conclusion has been abandoned that until recently has been held rigidly; and it is yet impossible to know what premises may be established from which the conclusions of the future shall be drawn. We hardly know more than that a great winnowing of human affairs is in process separating the essential from the incidental and attaching to each its rightful value in symbols that all may read. Matters formerly of little more than speculative interest,—such for instance as those concerned with the conservation of wealth through personal and national economies,—have all at once become of the most practical concern.

Peoples in convulsion and governments warily occupied from death will never resume life on the basis of customs and sufferances extant but so little time ago in our academic calendar, as the freshman year of our students now in college. This suddenness with which conditions have changed is matched only by the extent to which they have been trans-

formed. Never has an epoch in the world's history been so plainly differentiated to the men of its generation as is this time in which we live. We stand on the threshold between two eras, and it is given to those of thoughtful minds to comprehend in some measure the significance of this vantage ground.

It has been said that an enduring college always dwells on the mountain top, that its face may first reflect the light of the coming day. As yet we fail to see the dawn, but we can seek to establish ourselves upon the heights and to hold ourselves in readiness for the sun's first gleam. There is no time for sleeping. That which shall come will come quickly at the last, and those things which are to be done will be doubly well done if done on the moment,—and this is no less true for the colleges than for other institutions of mankind. Meanwhile, in the darkness which surrounds us we have consciousness of certain changes which are being wrought.

A wide and rapidly increasing seriousness is abroad in the earth, to the effects of which we as a nation must respond as definitely as we respond to the economic tendencies among numerous peoples or to the policies of statecraft of great governments of the world. It is, moreover, a circumstance of the utmost consequence that when we, who crave so much for our national life, are called with other nations of the earth to make response to these world tendencies, we must make it without the spiritual uplift or the purification of purpose which is so plainly developing among those nations which have staked all for their ideals. Neither does it appear that we, as a people, are vitally absorbed in carrying through to completion any of those projects so aptly called by Professor James "the moral equivalents of war." Herein for the college are great obligation and great opportunity alike, and upon the contribution which it shall be equipped and prepared to make

will depend the relative importance of the college to life at large in years to come.

It is a certainty that such a reevaluation of customs and institutions is imminent as has heretofore been unknown; and no sentimental consideration can be expected for such as cannot prove their worth. Under these exigencies the historic college must submit itself, without arrogances, to searching audit, and, as it offers the exhibit of its honorable past it must show its potentiality for the future. Such a requirement presupposes complete receptivity of mind and a self-respecting humility that makes impossible dogmatic statements or *ipse dixit* assertions. We who engage ourselves in college work cannot well do more than to review what seem to be the enduring principles of our respective foundations and our subsequent achievements, and attempt to define the spirit and the aspirations with which we approach the overwhelming problems of the future as immediately before us.

It seems probable that the first point at which we shall be called upon to define our attitude is in the contention that all education, to be worth while, must be some more utilitarian. One finds generally in the English periodicals of the present the argument that classical education is a luxury which has outlived any possible usefulness and which must go the way of all these other luxuries which have been forgone; and that new obligations and responsibilities can only be met by an education of which every branch shall be designed for direct application to immediate needs. Likewise, there come back to us accounts of meetings of groups of German schoolmasters in the trenches, in cantons, where resolutions are adopted to the effect that when the war shall be over these teachers will return to their homes with determination to make the German system of education more practical. These occurrences cannot be dismissed as sporadic. The evidence abounds

that the national tendencies in these great nations is in the direction of an educational system of pure utility.

No tribute is fitting, for none is needed, to those institutions of higher learning in our country which have been founded for, and are giving, the vital training of a highly specialized technical curriculum. They have merited, and won, the highest commendation. The liberal colleges, with all other types of educational institution, owe the technical schools a great debt of gratitude for their insistence upon the scientific method in the approach to scholarship, which has had its effect throughout the educational world. We are a widespread people, with numberless needs, and we could not do without that which such types of education have afforded. The realm of higher education, however, is of too great area for any kind of institution to occupy it all, and least of any should the traditional cultural college have ambition to attempt it. The function of the cultural college has proved to be of the utmost importance; its work has been of distinctive service throughout the nation's history; and its future success, in my opinion, will be more marked,—if change is to be made,—by reverting to a curriculum of fewer subjects better taught, than by spreading its efforts constantly thinner until its attitude takes on unfortunate semblance to a sprawl.

It is not likely to be, at any time, that without loss to itself the world can close its mind to the influences of the past. The intuitions for the beautiful and the understanding of the logical which have come down to us from civilizations which have risen and lived their allotted lives are foundations for that appreciation of philosophy, art and literature without which the world would lose its breadth and depth.

There has been no better expression of this belief than is included in the "Memorandum on the Limitations of Scientific Education," issued by a group of Englishmen of

world-wide fame, headed by Lord Kelvin, and published as a protest against the prevalent propaganda for the monopolization of the field of education in England by technical subjects.

"It is of the utmost importance that our higher education should not become materialistic through the narrow regard for practical efficiency. Technical knowledge is essential to our industrial prosperity and national safety; but education should be nothing less than a preparation for the whole of life. It should increase the future citizens of the community not merely in the physical structure of the world in which they live but also in the deeper interests and problems of politics, thought and human life. It should acquaint them, as far as may be, with the capacities and needs of mankind, as expressed in literature and in art, with its aspirations and achievements as recorded in history, and with the nature and laws of the world as interpreted by science, philosophy and religion. . . . Some of its most distinguished representatives have strongly insisted that early specialization is injurious to the interests they have at heart, and that the best preparation for scientific pursuits is a general training which includes some study of language, literature and history. Such a training gives width of view and flexibility of intellect. Industry and commerce will be most successfully pursued by men whose education has stimulated their imagination and widened their sympathies.

" What we want is scientific method in all the branches of an education which will develop common faculty and the power of thinking clearly to the highest possible degree.

"In this education we believe that the study of Greece and Rome must always have a large part, because our whole civilization is rooted in the history of those peoples and without knowledge of them can not be properly understood."

I am emphasizing certain convictions about the older humanities, not from any lack of confidence and belief in the sciences, but simply because the sciences will not be subject to attack in the newer movements in education as will be the humanities. And in regard to those essential subjects of the curriculum which we know as the newer humanities, it is simply to be said that they will be open to much the same sort of attack as has been the older group once the agitation against this latter shall prove successful.

There is no law of physical science to which more exact analogy can be found in the realm of movements social, economic, philosophical or religious, than that which states action and reaction to be equal and opposite in direction. As one studies the swing of theory from one extreme to another in mental and spiritual realms, he comes to the understanding that the influence of the college on these must be a steadying influence, like the natural forces on the pendulum, tending constantly to shorten the arc of motion and influencing toward an eventual stable equilibrium. It is for this reason that the college cannot be inherently either radical or conservative, for the same principle which impels it to pull back from one extreme today will tomorrow lead it to endeavor to correct the overswing of the reaction.

I have said that the college exists as means to an end, and that the end should be constructive idealism interpreted in terms of service. It well may be added that no particular form of service is so vitally essential today as high-minded consecration to the needs of the state. The development of our national life has been shown to be far short of the standard to which it was supposed to have attained, and in many of our attributes we have been proved more a group of peoples than a nation. It remains for the living of our time as truly as for those of the generation of half a century ago to be dedicated to the great task

reminding him of developing unity and fecundity of conviction in our national life, that, from the heritage of the past and the needs of the future alike, we take increased devotion to the cause for which such sacrifices have been made and in the success of which we firmly believe humanity to be so much concerned.

To this endeavor the colleges should be committed by their very history and by all the influences which have shaped them; and solemn responsibility rests upon them now that they shall be sensitive to the new note which is beginning to sound in our national affairs, as pacifism, because less and less a characteristic, and as we come to recognize our inevitable responsibility among the nations of the earth.

The period before us will demand clearly defined national consciousness and forceful leadership of exact sort if we are to be important agents in the world's trend towards democracy. Mental processes must be clarified and thinking must be less muddled. It will not be a time when the destructive genius of critical analysis will be at maximum worth; and the necessity will exist that the susceptibility of modern college life to this process of thought shall give place to a genuine passion for constructive thinking and constructive planning, which is the only motive under which truly great things are ventured and done. Montaigne's statement still has point,—"The discharge of a present evil is no cure, if there be not general amendment of condition. . . . Whoso proposes only to remove that which offends him, kills short, his good does not necessarily succeed itself, another evil may succeed, and a worse."

Freedom is a very positive thing to us who wish to live our own lives with the minimum of outside interference. But it is possible to defeat the very ends for which it exists if we promote the utmost degree of individualism which have been urged by such extremes. It is important

for the college at this point to study the type of its accomplishment and to understand the change which the needs of the immediate future must work in its methods if it is to make its vital contribution to meet these needs. In training for leadership its influence in years past, unconsciously perhaps, has been to set college men apart in the communities in which they have lived. The requirement now is emphatically the reverse. At a time when, almost without exception, the college man went into a profession, and when the professional man was inevitably a college man, the leadership of the community gravitated towards its advisers, who were the ministers, lawyers, doctors and teachers,—in short, the college men of the community. These men were necessarily individual workers, and it came to be that the stamp of college training, as a matter of course, implied individualism. But whether it be that business and industry began to summon the men from institutions of higher learning, or that college men began to seek careers in the field of production and distribution, the change has been wrought very quickly that the men going into the professions from our colleges are far outnumbered by those seeking the newer career.

Figures prepared at Dartmouth a decade ago show that, for the first twenty-five years of the College, 40 per cent of its graduates entered the ministry; 25 per cent entered the law; 12 per cent entered teaching; 7 per cent entered medicine; 16 per cent were untraceable. For the first fifty years the legal profession led with 36 per cent; the ministry was second with 30 per cent; and only 10 per cent, classed as untraceable, have the possibility of having been outside the professions. In the half decade from 1900 to 1905, 52 per cent of Dartmouth's graduates went into business and industry, and that figure has increased until, from 1909 to 1913, it runs above 60 per cent. Like changes, in varying degree, have been going on in other colleges.

All this requires definite modification of some of the theories about individualism as compared with group action; for exuberance is the basis of unaccomplishment outside the professions, and in ever increasing degree within them. Thus individualism that either fails of ability or intent to express itself through helpful influence on group action is, at the best, of restricted worth; and, at the worst, is positively pernicious. Individual success attained for selfish ends is an unworthy goal for the colleges to set for their men, but the colleges are not entirely free from indictment on this count. The brilliancy of the halo which has been set about the theory of individualism and all that it implies, in some of our college teaching, has been too often responsible for dulling in the student's mind the conception of the beauty of service. The way must be found to stimulate the desire of our student bodies for supreme service within the group rather than outside it. The inscription in the Worcester County Courthouse, in Massachusetts,—“Here speaketh the conscience of the State, restraining the individual will,”—could well be placed, with slight adaptation, in our academic halls, and made descriptive of one great function of the college.

We have as a people specialized so completely in recent years on claiming rights, that our senses of obligation and responsibility have become atrophied. Authority has been weakened, not only in state and church but in home and school, until it commands less respect even than abstinence. Amid all this, somehow, the conviction has begun to grow that dilettante philosophizing about rights, and claims to opportunities which have not been earned offer too little compensation in constructive accomplishment for what society is called upon to sacrifice in the character of the individuals who consume it, through their being as little called upon to acknowledge any authority of any kind whatsoever.

A proper understanding of the needful limits upon the theory of individualism is important in defining the relations between the college and the undergraduate body. In a large way the college exists for the individual student; but it does not exist so truly for the individual student as for the generation of college men, and it does not exist for either as definitely as for the social group which is the state. It is an easy and a pleasant thing to say to an undergraduate member of the college what properly interpreted is true, — that the institution is established and maintained for his benefit. If, however, application of this statement is interpreted to mean that the college lives to meet his personal convenience or to enhance his personal success, as apart from the needs of society and his ability to contribute to them, wrong is done the man, and the college trust has been maladministered.

The service which the college should render to the nation includes, very definitely, the inculcation of an idea of the value of discipline in the minds of those men who have conferred upon them the advantage of the college endowments. And this cannot well be instilled if the college abjures all responsibility for maintaining a code of discipline. This is one of the vital reasons for the existence of certain standards of intellectual competency and moral inclination for membership in the college. Admittedly, many of these are awkward, and some may be badly designed for the purpose sought; but, even so, they should stand until they can be replaced with methods better devised. This is the answer that must be made not infrequently to some earnest and loyal friends of the college, who, from the best of intentions, seek to neutralize its standards by reiterated requests that exception be made to regulations of proved worth, and who are prone to contend that all human attributes have disappeared from college teaching and college administration because the avenues to

special privilege have been closed. The same reasons exist for saying to the undergraduate that his performance, either concerning modification of the curriculum or in regard to administrative policy, cannot necessarily prevail unless in the opinion of the best intelligence derived from experience, such modifications are for the ultimate accomplishment of those ends for which the college exists as a means. Thus, in the not infrequent student query as to what benefit he derives from certain curriculum requirements of non-utility, the attempt should be made to have him understand that the cultural heritage handed down through the ages and now particularly entrusted to the historic college, is worthy of preservation. But the requirements cannot be abolished even if he remains unconvinced, for the college is more responsible for his ultimate satisfaction than for his immediate contentment.

I recently chanced upon a quotation from the *London Journal of Education* on the relation of education and character, which clearly expresses the thought that is becoming more largely held in regard to our colleges particularly, as well as in regard to education at large:

"To turn out boys with pleasant manners, generous hearts and good animal spirits is not enough; we want boys and girls with trained intelligence, who have been made to use their heads and taught that not to use them is a sin.

Every boy and girl who grows up intelligent, ignorant or intellectually undisciplined, is as much dead weight hanging around the neck of the community, and ought to be made to feel it. What are almost character and education. Therefore let us give the fullest possible meaning to each word."

I believe that it is worthy of more emphasis than has sometimes been given that the development of character is distinctly one of the great responsibilities of the college. The introduction of university methods into college teach-

ing, the influence of professionalized scholarship in the chairs of instruction, and the marked disinclination of men of the present generation to consult together concerning the deeper phases of life have, all together, so altered the once existing relationship between teacher and student that the old-time formative influence of the college faculty on student character has too greatly disappeared. It is still, however, not to be forgotten that our colleges were founded and sustained through years of drastic toil by men of religious fervor, who, in self-sacrifice, literally gave their lives for the perpetuation of institutions designed no less for spiritual inspiration than for intellectual command. Forms of expression change from generation to generation, and manifestations of spiritual instinct differ widely from those of a century and a half ago. But the initial obligation rests upon us to make the college influential in the development of those traits vital to well-proportioned goodness.

Scholarship as a product of the college is incomplete except as it be established on the foundation of character which is not only passively good, but which is of moral fibre definite enough to influence those with whom it is brought into contact. By as much as evil directed by intelligence is more dangerous than brainless badness, by so much is the college open to the danger of doing the country an ill turn if it ignores its responsibility to safeguard and develop character as it undertakes to stimulate mentality.

The demands which will be made upon the college in the years immediately before us will be insistent and heavy. The knowledge of this compels us to strive with unwonted effort to realize all our resources, and to have all our assets quick assets. There will be few such possibilities of added vigor to the college as in the development of what has come to be known as the alumni movement until, in far greater measure, the solicitude and the intelligence of the alumni,

—more truly even than their financial means,—are directed to furthering the real interests of the college.

Such strength as the American college lacks it lacks in the main, because of the too great refinement of interest among its men to the college of their undergraduate days. Many a man, through lack of opportunity for anything else, draws all the inspiration for his enthusiasm for his college from his memories of life when an undergraduate, and feels his loyalty solely upon sentimental reverence for the past. The selfishness of interest thus conceived falls alike upon the individual and upon the college. In general, the alumni of our American colleges have little knowledge of educational movements or college responsibilities in which to base any interest that they may be disposed to give to the evolution of college thought. It is needless impoverishment for a man to be the recipient of the bounty of his college for the brief season of his membership and thereafter to miss being a participator in its affairs as a going concern.

The ability of Dartmouth to continue to justify its existence in a large way will be greatly increased or seriously curtailed by the degree of willingness of the alumni to seek knowledge of what the function of this College should be, and how its function should be accomplished. Any college which could have the really intelligent interest and cooperation of a large part of its alumni body in working out its destiny to major usefulness would become of such striking usefulness as to be beyond comparison. I am a great believer in the desirability of organized effort to get every individual alumnus enrolled as a financial contributor, but I believe in this more largely because of my conviction that, as a people, we are so constituted that where a man gives his money he there gives his interest.

There has been no phase of college activity which has been of such personal interest to me as has been the alumni

movement; there has been none in which I have believed greater possibilities of good to exist. I am convinced, however, that this movement will fail of major usefulness unless it bases itself, and is based by the college, upon intelligent understanding of the problems which education must face. This movement may indeed become detrimental to any given institution if it accepts the privilege of reviewing college actions without accepting responsibility to review them with the utmost discrimination, and without accepting accountability for opinions which it may express. Knowledge of conditions in the time of a man's own undergraduate course will not be sufficient. He must know the problems of today, and foresee the general characteristics of those of the future, and his efforts at all times must be rigidly to hold the college to its highest ideals. The age of a college is one of the rights of every undergraduate; but, as truly, to every alumnus should belong the spirit of her eternal youth. It is a recollection to be cherished to know the glorious days that have gone, but our boast is incomplete unless we can say of the present that we crave the privileges and claim a share in the responsibilities of our brotherhood and of our sonship.

In urging that the alumni make a special effort to have their relations with the College based on continuing intimacy of contact I do not forget that a share of the responsibility for developing the alumni movement aright belongs to the College. I give most unqualified support to the attitude already taken by the Trustees of Dartmouth that the request of the Alumni Council of the College for some definition of the educational intent of Dartmouth should be answered in the fullest possible manner. I likewise am very sure that the contribution of the College to its graduates ought to be continued in some more tangible way than exists at present. The tendency of college men to seek careers outside the professions, the tendencies of the

professions themselves to become as highly specialized as to necessitate the complete engrossment of thought of the men who follow them, and the ever increasing demand of the age on all, requiring constantly greater intensity of effort and more exclusive utilization of time by men who seek to do their respective shares of the world's work, impose a duty upon the college which formerly belonged to it in no such degree, if at all. Confronted with what we broadly classify as the arts and sciences, we have, and have possible for men of affairs. In many a graduate the interest in or enthusiasm for those which the college assumes to, therefore, altogether likely to languish, or even die, for lack of maintenance. If the College, then, has conviction that its influence is worth seeking at the expense of four vital years in the formative period of life, is it not logically compelled to search for some method of giving access to this influence to its graduates in their subsequent years? The growing practice of retiring men from active work at ages from sixty-five to seventy, and the not infrequent tragedy of the man who has no resources for interesting himself outside the routine of which he has been relieved, make it seem that the College has no less an opportunity to be of service to its men in their old age than in their youth, if only it can establish the procedure by which it can periodically throughout their lives give them opportunity to replenish their intellectual reserves. It is possible that something in the way of courses of lectures by re-eminent recognized leaders of the world's thought, made available for alumni and friends of the College during a brief period immediately following the Commencement season, would be a step in this direction. Or it may be that some other device would more completely realize the possibilities. It is at least seems clear that the formal educational contacts between the College and its graduates should not stop at the end of four years, never be any less to be resumed.

As we approach the demands of the future of the college at this particular stage in the world's history, however, there seems to me a single word of caution which should be uttered. At a period of such violent readjustments, when the values which shall be accorded to things physical, intellectual and spiritual are undergoing so much revision, it is more to be desired that institutions as well as individuals shall safeguard openness of mind than that they shall prejudice future action by the too definite recording of preconceived notions toward which subsequent policies are bound to be bent. We are like travelers over unfamiliar trails, who know the point of the compass along which their way lies, but who are without knowledge as to the exact spot at which they will make their camp.

We cannot reasonably attempt at any specific time to solve the whole problem of the relations of the college to a future whose needs we do not know. We should rather recognize the general attributes of our task and attempt to define the spirit in which the college shall make its approach to them. The college has always stood for fullness of life for the individual and has thus by indirection benefited the group. It must from now on, to such extent as it has not done before, have, as its first aim, fullness of life for the group, depending for this largely upon the advantage it can afford the individual. The practical operation may not be so very different in the one case from what it has been in the other, but the modification of motive will be one of those intangible but vastly important influences which will be certain to have much to do with the quality of the spiritual product of the college.

A little less than a century and a half ago Eleazar Wheelock, fired with a great missionary impulse, fared forth into a physical wilderness, overcoming difficulties, offsetting lack of acquaintanceship with his new environment and rising superior to discouragement, and here, in

the forested plain of Hanover, reappplied those principles of education, of religion and of service to country and to God for which he had laid the foundations in a land of security and comfort. It is the propulsion of this spirit down through the decades that has resulted in the Dartmouth that we, her sons, so love and reverence.

Today we are summoned forth along uncharted ways into the midst of a changed life, of a rapidly transforming world. We are summoned into a wilderness of thought. May we not pray with faith that under the guidance of God, working from principles that are among the verities, we may give effectually the service most needed to add depth to the shadows of life, breadth to the straitened places of mind, and height to the lowliness of character? Thus, in truth, shall we be justified in the new life, as we have been in the old; and continually we can claim the ancient motto of the College, — *Vox clamantis in deserto*.

THE BENEDICTION

The President's inaugural address impatic and long continued applause. As it ended, the audience stood and sang the hymn, Milton's Paraphrase of Psalm CXXXVI which was followed by the benediction pronounced by the Reverend Robert Crawford Falconer, minister of the Church of Christ at Dartmouth College.

May the love of God, which passeth all understanding, keep our minds and our hearts in the knowledge of God and of his Son Jesus Christ, our Lord; and may the blessing of God Almighty, Father, Son and Holy Ghost, be and remain with us always. Amen.

Following the benediction, the audience filed out, the orchestra playing the recessional march from "Thanksgiving."

THE INAUGURATION LUNCHEON

ORDER OF SPEAKING

Presiding Officer:

The Honorable Frank Sherwin Streeter, LL.D.
Of the Trustees of Dartmouth College

THE PRESIDENT OF THE COLLEGE

HENRY CHURCHILL KING, D.D., LL.D.
President of Oberlin College

LEWIS PARKHURST, A.M.
Of the Trustees

HARRY AUGUSTUS GARFIELD, LL.D.
President of Williams College

LUTHER BARTLETT LITTLE, ESQ.
Of the Alumni

FREDERICK SCHEETZ JONES, A.M.
Dean of Yale College

THE HONORABLE SAMUEL LELAND POWERS, A.M.
Of the Alumni

THE INAUGURATION LUNCHEON

Following the inauguration exercises, but allowing a brief breathing space, two luncheons were held: one the formal inauguration luncheon in the dining hall, delegates and distinguished guests in College Hall; the other an informal reception and buffet luncheon held in the little theatre of Robinson Hall for the women accompanying teachers, delegates and youth, and the many business of the inauguration period.

From Robinson Hall, the ladies later adjourned to College Hall, where they had opportunities to listen to the post-inauguration speeches. For those alumni whose participation was impossible on account of insufficient space in the dining hall, the Athletic Association had arranged a sham truck meet at Adams Street.

The assembled guests completely filled the hall. The repast they found excellent. That disposed of, the company gathered drift in behind youth and called back to listen to the preceding affair. The Honorable Frank Sherman Brewster, LL.D., of the Board of Trustees, and those men of the College and of other colleges upon whom he was to call.

ADDRESS BY MR. STREETER

After calling the assembly to order, Mr. Brewster made the following introductory address:

My President, Gentlemen of the College, Delegates, Invited Guests, Students and Ladies, good in your ears! I take up this function of presiding here at the request of the President with something of the apprehension and feeling that I ought to imitate the prudence of the new cook, who had hardly got her self settled in the job when she said to the mistress, "Would ye mind giving me a

recommendation, ma'am, now?" The mistress said, "But you have only just come, Bridget." "I know it, but you may not want to give me one when I am leaving."

It was suggested to me, Mr. President, by a man upon whom the trustees rely for advice on all important matters, that this was to be an academic dinner. I told him that at one-thirty o'clock in the afternoon, and with that empty punch bowl which was passed around and jibed at by our distinguished friend from abroad, I did not think we could have an academic dinner. But I think we ought to have a real family affair, where the boys, young and old, can come back and get together, renewing old associations and felicitating themselves upon the happy auspices of this occasion.

Of course, we are not all Dartmouth men. Those of us who are not are sorry. Some of the distinguished guests here are not. But for the hour we will make them one of us and one with us.

To these college presidents who have honored us by coming, and to all our other guests, I want to offer on behalf of the trustees and the College a most cordial and hospitable welcome. A good many have tried to give expression to that genuine hospitality and welcome. If I were not afraid of wounding the delicate sensibilities of some of my academic associates, I think I would adopt the expression of the old Scotchman. Answering a knock at the door, he found standing there an old friend whom he had not seen for a long time and whom he dearly loved. Grasping him with both hands he said, "Why, Sandy, mon, I am right glad to see you. Come in, make the house your own, and you can spit where you like." Of course, that is too entirely unconventional, but President Garfield and others can understand it as expressing the quality rather than the form of our welcome.

I think you Dartmouth men with whom I have been so

intensely interested but no thirty years will pardon me if I indulge in more bits of personal reminiscence. The next commencement marks the twenty-fifth anniversary of my election to the Board of Trustees. Doctor Tucker was elected President of the College a few months later. The development of the College, both on its material and its educational side during that period under the leadership of Phineas Tucker and Nichols is well known to all of you. But I want to take this public occasion to express my personal gratification that I have enjoyed the privilege and opportunity during those years of serving with those ever-devoting attention to a common goal of loyalty and affection to the College. I regard it as one of the greatest privileges and opportunities of my life that I have been permitted to have these associations.

Of course, I have participated affirmatively, as it is sometimes said, in the election and inauguration of these Presidents. A youngster who was rather prematurely investigating sociological questions went to his mother and said, "Mamma, did God make papa?" "Yes." "And did He make you too?" "Why, certainly." "And did He make me?" "Yes. Why do you ask such questions?" "Well," he said, "He has been borrowing all the time, hasn't He?"

Now, whatever may be the individual judgment of you each as to the application of this story, it is certain that we will all agree about one thing, that God has been very good to Dartmouth College in the election of her last three presidents. One of them, the beloved Doctor Tucker, lies on a bed of weakness not far from us, and we join in his regret that he cannot be with us today. This is not the place for eulogiums upon either him or his work. Of another great builder it is written over the door of the north transept of St. Paul's Cathedral, "*Laus, et monumentum repperis, circumspice*." Those unacquainted with

his career any Dartmouth man can take out into this beautiful village and, of Doctor Tucker, say, "If you desire to see his monument, look about you." Seven years ago, at the inauguration of Doctor Nichols, it was said of Doctor Tucker's work that it had been to build up, and that the work of Doctor Nichols was to conserve, intensify and enrich. That work has been faithfully and successfully done, and to you, Doctor Nichols, I may say that this College owes a deep debt of gratitude; and as you go away to take up your work of investigation you bear with you the respect, affection and gratitude of every Dartmouth man for your administration of the College during the last seven years.

But, gentlemen, the future of Dartmouth College is ahead of us and not behind us. With Webster we may say, with gratification, "The past, at least, is secure." It is neither the past nor the present, but the immediate future, that must occupy the first place in our minds.

You heard this morning that most inspiring inaugural address on "The College of the Future"—not the college of the present nor of the past, but of the future. I think I may properly tell you, gentlemen, something of the genesis of that address and how the man who gave it came to be selected to give it. All of you Dartmouth men know of the desire of the trustees for some time past that the relations between the Alumni Council, which represents the great body of the alumni all over this country, and the trustees should become closer. At the annual meeting in Philadelphia a year ago the Board of Trustees sent to the Council a message, from which I quote the following: "The Board of Trustees will gratefully welcome the active coöperation of the Alumni Council in all things that shall tend to promote and enlarge the educational influence of the College throughout the entire country." The Council immediately responded by appointing a committee of three, of which

Mr. Hopkins was chairman, to meet a committee of three on the part of the trustees. The committee of the Council were invited to suggest any questions that they might desire. I have in my hand the original paper that was presented to the committee of the trustees, in which they put to the trustees three questions. The third one, only, is material at this time. They asked for an expression of definite educational intention on the part of the College authorities, and they summarized that request by saying: "To summarize, the Council ventures to believe that the time is ripe for a definite expression by your Board of the educational aims of the College, and in its capacity as interposer or conduit for information, it is glad to offer its services in any advisory capacity by you deemed expedient."

To all of you gentlemen—not only to you laymen but to your college administrators about me, that will seem a question of fundamental importance. That was the fundamental question. It really meant, "You trustees, what are you proposing with reference to the future educational policy of the College? How is it to be directed? Toward what goal are you directing your efforts?" There was a discussion. Mr. Hopkins was asked to express his views, and most informally and extemporaneously he spoke for half an hour or more with reference to what the future of Dartmouth College should be. He made a very deep impression upon the minds of the trustees who heard him. Later, when the vacancy came and the Board was to select a president, Mr. Parkhurst asked Mr. Hopkins if he would reproduce that statement. Mr. Hopkins said he could in substance, of course, but not in form. It was reproduced and was read to the Board, and with very pronounced effect upon the choice by the trustees of Doctor Nichols' successor. The whole subject of the future of the College was discussed, how it should be taken care of. I had to

the inaugural address this morning a sentence which illustrates the situation. President Hopkins says:

"Today we are summoned forth along uncharted ways into the mazes of a changed life, of a rapidly transforming world."

All true. How are the administrators of Dartmouth and these other great educational institutions to deal with these changing conditions, to so direct their institutions that they can meet these changes with success? Of course, the responsibility in the first instance rests solely on the trustees in their selection of a President, and I do not think any similar body ever more deeply felt that responsibility than your own Board. But they had before them a man who was without the slightest suspicion that he would ever be called upon to fill the presidency at Dartmouth College and who hesitated much in its acceptance; a man who, from pure love of the College, had undertaken to investigate and inform himself about the future of the College and what should be the course which it would take; a man of vision; a man of ideals—more than that, a man of practical ideals; a man who could fix his eyes on the stars and keep his feet on the ground (applause); a man who could faithfully and devotedly serve an ideal without forgetting for a moment that successful service must be based on practical and common sense methods.

And so we had that man, as we believed, before us, and Ernest Martin Hopkins was elected President of this College, with entire confidence on the part of the trustees that he, with his vision, would be able to guide the course of this institution, this old College that we love, through the troubles of the next few changing years. Although Mr. Hopkins is, of course, overburdened with the duties of this occasion, I know you want to hear from him, and I ask him to respond, briefly if he must, but to respond anyway.

President Hopkins!

ADDRESS BY PRESIDENT HOPKINS

MR. TREASURER, LADIES AND GENTLEMEN: We are gathered here today, a group of house holders, who have come together because of their interest in the College as an institution. It is a delight to me, both personally and officially, to have you here at this time, assembled on a basis of interest in college administration, college instruction, and college problems in general.

I think it was Chesterton who said that there were two ways of seeing the world: either a man might put on seven-league boots and stride around it, encompassing it in a brief time—or Kipling, for instance, does—simply seeing here and there the things of mayor interest; or, on the other hand, he might go into his front yard, and, with a microscope, study the life encompassed there, and find reproduced in small scale all that could be found elsewhere in the world. It seems to me that college administration, if it is to be of maximum advantage must utilize, at some times, the former principle, and, at others, the latter; for either method alone is insufficient to the right perspective of the things which should concern administration.

We are living today in a world of receding boundaries, a world in which practically all the unknown lands have become known, whether about the whole circumference of the equator or in the space from pole to pole. We have even added a new dimension to the activities of our everyday life. No longer do length and breadth merely measure the area within which we operate, but we have added the third dimension of height and depth.

The question necessarily arises, therefore, as to how the problems of the college are to be changed, if at all, in a world in which all else is in process of such rapid evolution. It seems to me that one great need is very insistent; that

the college shall review itself; that it shall go out and study its accomplishment, not alone from the point of view of the professional educator, not alone from the point of view of the professional college man, but from the point of view of the demand for service in the world at large; and that the college shall judge the results of its work in terms of the world's judgment passed upon it. Otherwise, in the long run, if the college is not contributing enough to the world so that that portion of the world which does not have access to the advantage of the college nevertheless says, "This is a vital thing to us," the college will lose its greater usefulness.

If the college is to survive as an institution of virility, the claims of consideration for which shall prove compelling, it must so work that the great outside public will say, "We could not do without it. This is an institution in which our leaders are being produced, an agency in the world which makes for the betterment of life in which we are all beneficiaries." The alternative to this must eventually be that the college shall revert to the status of medieval self-sufficiency as exemplified in the spirit of some of the monasteries and orders of like sort, where men sought the benefits available largely for a selfish exaltation, but of which the world eventually said, "The overhead expense of this thing is too great for us to carry, and we will not continue an institution whose benefits are not more widely disseminated."

I once was asked to assume responsibility for a rather important piece of publicity, and after having spent much time upon this project, which involved an appropriation of a good many thousands of dollars, I presented the copy to the president of the company involved. He read it and approved, but said, "Now there is one thing I want to do. I want our foreman, Bill Sparks, to read this." I knew Bill Sparks, and knew him to be a plain, blunt man of much

intelligence, though lacking in education as interpreted in terms of letters. The president of this company said, "I want you to go with me to Bill Sparks and see what he thinks of this. I want to get at the point of view of the everyday man." So we went and sat down with this loyal fellowman, and showed him our copy. He read it through, and said, "Well, I guess that's pretty good highbrow stuff, but I don't understand anything about it." That was all that we needed to know in regard to this carefully prepared copy. We went over the whole thing again from the beginning and expressed it in terms that men of Bill Sparks' type in the world not only could understand, but in which they would be interested.

In the years since that time, that incident has served as an analogy to me for many different things, and I think it will serve us here in suggesting the fallacy of the argument that those engaged in college work are the only competent judges of the work which the college is doing. As a matter of fact, we are not the ultimate judges of the work which we do in college teaching or college administration. The world at large, by its approval or lack of approval, is the final judge, and we are but interested parties, who, so far as we work intelligently, work with desire that what we do shall be of widest usefulness for the establishment of the better things in life.

I do not forget, of course, in this that there is a necessary technique to the whole thing, and an intimacy of knowledge that goes with skill and intelligence and training, that we must all seek and cultivate. But I am coming to wonder more and more about the whole problem of world organization. What is it that we are trying to accomplish? And for what does all the intricacy of organization exist? Certainly not for its self-perpetuation. But do we always remember that it has been created for the quicker and more effectual rounding out of life as a whole? What is it

that we are trying to do? What is the point of our extreme solicitude for the code and the technique of our particular activity in life? To what does the extreme specialization in intellectual effort no less than in industry point? What is the object of constantly increasing the speed with which we vibrate within our given spheres? Just as long as men look at the things they do as ends in themselves, they will lack the perspective which will make the work they do most vital in the long run to the world's affairs. We all know lawyers who are more interested in the intricacies of the law than in securing justice. There are doctors, perhaps, who see in preventive medicine a danger to their practice. And the minister is not half rare enough who is more interested in the complicated questions of theology than he is in carrying conviction in regard to the living God. The great indictment of the business world has been that the men of it have been more interested personally in acquisitiveness than in adding to the economic wealth of the world.

Now is it not true that, if the college puts itself into a position where it is more interested in producing education pleasing to itself than in furnishing an education which will be of service to the world at large, the college is losing its great virtue? It is losing all that it is putting in except in so far as it gets out of it satisfaction for itself. This, in the last analysis, is an entirely insufficient virtue, a disproportionate return for all that has been contributed during the years of the past, an unpersuasive justification for the appeals we are making to the world, not only to tolerate us, but to add to our endowments and our resources that we may continue our work. I should like to develop this thought a good deal more in detail, but I have only the opportunity to touch upon it today.

As Oliver Wendell Holmes said at the beginning of one of his humorous poems, "I wrote some lines once on a

time. — These had to do with the query as to how the college was to perpetuate itself if the only men it could secure for its self-perpetuation were the product solely of the university point of view — a point of view not only different from that of the college, but in many respects diametrically contrary to it. My writing did my work with universal approbation. I received from a good many men, who knew much more about the subject than I did, cordial letters of endorsement. But in the midst my mail was clogged for many days with protests of the general type of one made by a good friend of mine, a brilliant young Japanese, who had received his doctorate with distinction from a great American university. — I have always remembered his words because of his mastery of American idiom and his succinct statement of what many others said in more extended form. He wrote: "I have read your article on the critical period for the American college and I feel obliged to say that I consider it unfortunate. It is highly undesirable for one in your position to write what in the last analysis is simply hot air. You, who are without a doctor's degree, have no more right to talk about the advantages or lack of advantages which pertain to such a degree than a follower of Buddha has to talk for the benefits of Christianity."

Partly because of the man from whom it came, and partly because of the point it made, I read that letter a good many times. — But I finally came to this conclusion, satisfactory to myself at least, that there was a fallacy in his argument, since, after all, it is not only of interest, but of vital concern, to a follower of Christianity to know what the follower of Buddha thinks of it. If the follower of Buddha cannot be made to approve of Christianity, perhaps there is something wrong with the interpretation of Christianity which is available to the follower of Buddha, no matter how much Christianity itself approves of its own interpretation. In

this connection I sometimes wonder if we are not running into something of the same fault in our religious life that I have suggested as existing in our educational life. It seems to me that we mix the dogmas of Christianity with the teachings of Christ until the clearness of Christ's teachings take on the complexity of technical theory. Parenthetically I should like to ask if it may not be that, at the present time, some of the lack of effectiveness in Christianity, which we so much regret, is due too often to the fact that the church is more often interested in the question of how it is going to preach the particular doctrine for which it stands, than it is in establishing the ideals for which the founders of the church lived and died.

Thus it seems to me that many of our better impulses in the world, and many of the great projects for the betterment of mankind, defeat themselves to too large extent by losing sight of the simplicity and dignity of their primary function, and become somewhat hopelessly muddled in a discussion of details, of technique, and of code. And so, as I come to the work of college administration today, and assume the responsibility which is necessarily involved, the thing that I most want to be helpful in bringing out, with the association and help of all these men of experience who have given their lives and careers to the interests of the College, is that we shall so work that, not only shall we confer abiding satisfaction upon all college men because of the work which we are doing, but likewise that the world at large shall say, "The college is an institution so vital to us that we must perpetuate it. The college is an institution whose service benefits not simply its own people, but, through them, us and all men." That is the hope that I have for Dartmouth, and that is the ambition with which I shall work in Dartmouth's interest.

MR. STODOLYER. Gentlemen, we are all more or less familiar with the eminent public service and the high reputation of the next speaker, as educator, writer, lecturer and liberal religious leader. I refer to Doctor King, President of Oberlin College, whom we are very, very glad to welcome here.

Gentlemen, Doctor Henry Churchill King!

ADDRESS BY PRESIDENT KING

Henry Churchill King, D.D., LL.D., President of Oberlin College, said:

MR. CHAIRMAN, President Hopkins, Ladies and Gentlemen: when it was my pleasure to be initiated into this circle of college presidents, of whom we have heard this morning, I looked over the country to find a man who might strike a keynote that I should like to have struck with reference to my administration in college, and I could find nobody who it seemed to me I should so like to have voice that keynote on my own inauguration as President Tucker of Dartmouth College.

It is a small part of the great debt I owe to him, Mr. Chairman, that I feel I am trying to pay in this little share I am to have in the celebration today.

I seldom think of the matter of roads and some without being reminded of a story that is told of a theatrical-looking gentleman who appeared at one of the ticket windows in the Grand Central Station in New York and said he wanted a ticket for a suburb of Boston. He couldn't remember the name of the suburb but it seemed to him that it was "Whiskey Straight." The ticket seller said, "I guess not. That ought to be parts of the Southwest and West that reside in the names of Tomlinson, Medicine Hat and Dotto, but not for classic Boston. I guess you want a ticket for Jamaica Plain." And that proved to be what

he wanted. Now, it is important to know just where we are going, and I suspect that there is not much more we need in college education, as the President indicated in his inaugural this morning, than just that thing, to know what the ends are to which we set ourselves.

I remember coming out of one of the most beautiful buildings in the St. Louis Exposition, and the moment I stepped out a man rushed up to me and said, "Will you tell me the name of the building you have just come out of?" I told him and he said, "Thank you. I have been in doubt and just wanted to check it off." I have sometimes been afraid that a great many of our college students were going through college in just that fashion, simply checking things off as they came along. We shall hardly make progress in that way.

I was very glad, indeed, for the note struck by the President in his inaugural this morning. It is important that we should know what the things are for which the college stands. At the recent international association meeting several speakers challenged the existence of the American college and ventured to say, perhaps not too delicately, that it was really an incubus on education, that it had no real place in the system of education. The question that confronts a college man, is, of course, whether there is a place in the organized education of America for something more than elementary training, something more than secondary school training, whereby these shall be added to. The question is, whether there is something more than the trade, technical and professional training, whether there is something besides that training in research that the university has to give; whether, outside of all these, there is still left a great realm of education to forget which would be to the everlasting detriment of the nation. I suppose that men here today believe that the college does stand for that something; that, as President Meiklejohn

suggested this morning, it deals directly with the problem of living; and that problem we may not ignore.

I could not help thinking, while the inaugural was being given this morning, how great the challenge is to college men and women today for service, for unselfish leadership. I believe that the one great prime need of a democracy is always unselfish leadership, and it is because I believe that in no small degree the American college has furnished, in the years that are past, that unselfish leadership that I feel that it has the vantage ground it has today and may look forward with some hope to a similar service in the years to come; for the doctrine to which your President challenges us today is simply the doctrine of "By their fruits ye shall know them."

I do not believe we can help bringing to our college men and women steadily, day in and day out, the reminder that they do belong to a highly privileged class that the nation has set apart for those four years of special privilege, and that they cannot prove their right to it by anything they have already done, but only by the larger service that they shall render hereafter. In that line we must be mindful of what is occurring in our own time, when, as never before in the history of the race, the trained youth of the leading nations of the world are being slaughtered by wholesale, eleven thousand having gone out from Oxford alone, and we cannot help believing that that war has been holy hands of commiseration upon the trained youth of America, that they may in some fair measure make good this terrible loss of the trained youth of the other nations.

There will be this call, unquestionably, to unselfish leadership, and when I think of what this modern world means, I cannot question that there is another challenge that is perpetually brought to the college of today. We live in an age when modern science and knowledge have tremendously increased the available resources, the wealth, the

power, the knowledge of the world. It has been estimated, you know, that the wealth of the world increased as much in the nineteenth century as in all the preceding centuries. It would be hardly an exaggeration, from the point of view of power or of new knowledge, to say that within fifty years, almost, with the modern scientific method with skill in practical things, have come the growth of the historical spirit, the new spirit of psychology, the new, unformed science of sociology and the virtually uncultivated field of comparative religion. It is fairly up to us, ladies and gentlemen, who have to do with college education to ask ourselves whether we are turning out men and women who are capable of mastering these enormously increased resources, who can rise above the double allurements of these increases in material resources and this great increment of power and knowledge, and actually turn them to great ends of service. We shall not succeed in doing that unless we are turning out men and women who have some idea what scientific mastery in these different spheres means, and also who are able to rise to that degree of self-mastery which makes it possible for them not to use these forces simply in a destructive fashion.

One of the thoughtful leaders of our time said some weeks ago that, when the congress of the powers gathers after this war, there should be a seat reserved for the newest of the powers, Science, in scarlet robes, for it mightily concerns humanity that, in these years just ahead, we should know that all the ingenuity, power and resources of modern science are not to be turned into destructive, but constructive lines. If that is to be true, it will come back ultimately, I suspect, to the trainers of youths who are able to give some new success to the enormous possibilities of service that lie in these greatly increased resources.

So I would like best of all, Mr. Chairman, when I am thinking of the function of the college, to say that it some-

times seems to me that liberal education is simply the answer that the race gives to the unconscious inquiry of the individual. — "What are you trying to do? How far have you got? Whose can I take hold?" An education, and especially a college education, that does not answer those questions does not seem to me to be any true education, at all. In the first place, the race must certainly do this for the individual: it must help him, as Lord Bryce implied in the quotation made from him this morning, to understand his own times. It was not for nothing that the old college emphasized the study of Bible, Latin and Greek, for the roots of our philosophy lie back in Greece, Rome and Judaea. It is perhaps right that we should not give the amount of time to Latin, Greek and the Bible, that the old colleges gave; but, somehow, we shall have lost something out of the college, and it will be a disadvantage to the students, if we do not succeed in helping them to some perception of what the Greek, Roman and Jewish civilizations meant in their great contribution to our own civilization. But, beyond that, it seems to me perfectly clear that we shall not have done our duty by the individual student, thinking not simply of his individual success but of his larger social service, if we do not help him to a personal sharing in the great intellectual and social achievements of the race. We can say, I think, definitely what those are, — the scientific spirit and method, the historical spirit, the philosophical mind, aesthetic appreciation, social consciousness, including the great ethical determinations and religious discernment and commitment.

And when I have asked myself in recent years, "What have the fathers and mothers a right to ask of the college of which I am the head? What have they a right to ask that their sons and daughters shall carry forth from the college?" I have felt that it should not be unreasonable for them to say, "You should bring me son and daughter

to some personal sharing in these great intellectual and spiritual achievements of the race"; for we have not taught science to a student to whom we have not brought some measure of the scientific spirit, the determination to see straight, to report exactly, to give an absolutely honest reaction to the situation in which he is placed. That is the test, I believe, ultimately, of our science teaching; and we shall certainly not have taught history until we have brought men into some personal sharing in the historical spirit, brought them to the point where they can in imagination view the other time, the other man, other races, and see things with their eyes.

I know nothing that has been more disheartening in these years of the war than to have learned that there are so many experimenting in the laboratory in the mad pursuits of war who have not partaken of the scientific spirit or the historical spirit. If they had, it should mean that they were not only brought into some sharing of the historical spirit and method, and the scientific spirit, but also of the philosophic mind, because I do not believe we can count a man educated unless we have brought him to the point where he can see life steadily and see it as a whole, its ultimate meaning and great determinations.

We shall not be satisfied to send men out without some measure of the philosophic mind, and it is not by accident that I have mentioned aesthetic appreciation, just as it is not by accident that men have associated through the years the true, the good and the beautiful; for I suspect that there are few things that do more to help us to sanity and balance in life than love of the beautiful. I may not dwell upon it, but I have myself no doubt that in the history of our own college it was one of the great blessings that, with all the earnestness of the fathers, they had a musical insight and some of the side interests that they could conscientiously have outside of morals and religion.

Certainly we cannot today say that a man had been truly educated who came from college without some perception of the social consciousness. It is this note that our President has, properly enough, struck, because it is the great note of our own time. Men should come to see how alike they are, after all, all of them, how inevitably there are members of the same family, one with another, how completely Christ's perception was the true perception, the primal value and the inevitable supremacy of every individual spirit. We shall not really have educated the modern man and made him fit to partake of the activities of the modern world, if we have not made him participate in social consciousness involving the great ethical determinations. Was certainly, can the American college, with its Christian beginning, do justice at all to its students or to the world through them, if it forgets that it must bring its students to some personal sharing in religious discernment and commitment; for it is not less true than when the words were first written by a great German philosopher, that "real suffering, but spiritual destruction is a man's worst enemy."

I cannot ask President Hopkins, more for Dartmouth College than that it shall send forth from its doors men who have really personally shared in the scientific work and method, in the human spirit, in the philosophical mind, in aesthetic appreciation, in the social consciousness and in religious discernment and commitment.

MR. STANFORD. Gentlemen, when I asked Mr. Parkhurst to respond here he said, with an outline of that sincerity which characterizes him, "When you get through talking to these fellows they will have had enough of the trustees." This College owes much to Lewis Parkhurst and his good wife, not only for benefactions to us in money,

but for devoted and unreserved service to the College. Therefore, I ask him to speak at this time.

Mr. Lewis Parkhurst!

ADDRESS BY MR. PARKHURST

Mr. Lewis Parkhurst of the Board of Trustees spoke as follows:

Mr. Chairman, Distinguished Guests, Brethren of the Alumni: Your presiding officer has told you so fully of the acts of the trustees for the last year and has set forth so completely and clearly our purposes for the future, that no word with reference to the trustees is necessary from me. But I do want to speak to you for a few brief moments as an alumnus.

I am always pleased to meet with you and to look into your faces, but today, on this memorable occasion, surrounded as we are by the distinguished guests from our other neighboring institutions and amidst the autumnal glory of a New Hampshire October day, I feel that it is a real inspiration to be here.

We come here to felicitate ourselves upon the selection of a new President, upon the beginning of a new chapter in the history of Dartmouth College. We have selected as our standard bearer one of our own number, a comparatively young man, one whom we have known since graduation as an enthusiastic, loyal Dartmouth man, a man of vision but also a man of action, and the success which has attended him in all he has undertaken makes us feel sure that he will be for us a leader of men.

Do you realize that, from this day on, our entire executive staff is made up of men who felt the personal touch of that great teacher and marvelous administrator who laid the foundations of our new Dartmouth? President, Business director, Dean, Registrar, Treasurer, Secretary of

the College, superintendent of Buildings and Grounds,—all are his sons and all tribes are aflame with the fire of that mighty soul. I know them all; I have worked with every one of them. I can testify to their ability and to their fitness for the work which we have asked them to do. We cannot overestimate the power that this mass of young, vigorous men will bring to bear upon the affairs of the College. What more could we offer to young men than to bid them come here and associate themselves with these young men—scholarly, vigorous, upright Christian gentlemen, every one of them?

About ten years ago I came in touch with the business affairs of this College. From that time I have been interested, especially in the financial and the business development of the institution. I have taken great pleasure as I have seen it go forward in material prosperity, but I realize, as you all do, that all this is but a means to an end. It is the intellectual, the moral and the spiritual sides of this College, indeed, that we are interested in, for we know that the men who go forth from this institution and from similar institutions are to determine very largely in the future whether our nation of one hundred million people can perpetuate government by the people; and I can think of no greater service that can be done to this nation than is being done by these men and the instructors that they have associated with them right here in this old New England college, far removed from the deluding influences of city life, every word that comes from these old granite hills speaks of freedom and love of country.

Twenty years ago nearly, at a gathering similar to this I heard Doctor Tucker say that he hoped to live long enough to see in Dartmouth three buildings—a gymnasium, an administration building and a library. Two of those he has seen. Is there not some responsive spirit in the remaining one? Are there not resources enough in our

great, ever-increasing body of alumni, to see that the last of the great trio shall be forthcoming before he leaves us? As his administration gave Tuck Hall and Webster Hall, and as the administration of his successor gave the Gymnasium, the Administration Building and Robinson Hall, may we not hope—yea, may we not prophesy—that the early days of your administration, sir, may see here in Hanover a college library which shall be the crowning glory of all the buildings we have put up here; the Tucker Library, if you will, a vast storehouse of the knowledge of the ages, an invaluable workshop for the student body of the next century, an everlasting joy to professors and students alike as long as this College shall endure?

And now, a word for you and for me, a personal word. What is our duty on this occasion, as we have asked this young man to come here and take up this work for us? Clearly, to give him our loyal and unswerving support; and I know I speak for every one of you when I say that whatever is in me of ability, whatever is in me of judgment and common sense, whatever is in me of personal service, that, sir, will I give to you as long as I have anything to do with Dartmouth College.

MR. STREETER. My youthful idea of Williams College consisted of a picture of a log with Mark Hopkins on one end educating a boy on the other. The old time fellowship between Williams and Dartmouth has been such that it is just naturally right for President Harry A. Garfield to be here. He just naturally fits in. (Applause.) He is not responsible for being the son of a distinguished President of the United States, but any President of the United States would be very much gratified to have so distinguished a son.

I introduce President Garfield!

ADDRESS BY PRESIDENT GARFIELD

Harry Augustus Garfield, LL.D., President of Williams College, said:

My Toastmaster, Gentlemen of Dartmouth, Ladies: My function is like that of the good brother in the prayer meeting—on, if you please, simply like that of a member of a legislative assembly,—because on this occasion I can say only "Amen" or "Hear! Hear!" to what has gone before; not to the remarks of our toastmaster, who has been very complimentary to me, but to the remarks made by your President and by the other speakers who have gone before. There has been no vote here today that would label me as a Williams man, charged with reference to the destinies of that college as President Hopkins is now charged with respect to the destinies of Dartmouth, so wish that any word had been unspoken. What has been said declaratory of the policy of this incoming administration, the administration now in charge here, gives me renewed hope,—the hope was strong before, but it is now renewed,—that these colleges of New England will go forward in the line along which they have been working these many years; that they will go forward not with eyes fixed on the past as determining the policy for the future save only as the past determines the growth of the time, but with eyes fixed on the future, so that these colleges may make their contribution to American life exactly in the fashion that they have made their contribution in the past.

It was suggested to me when the news came inviting me to speak that I talk on the influence of the American college on American life. I am not going to talk about anything in a formal way. I am merely going to intimate in just a word something I desire to have with you, and it

is connected with that subject. But the occasion will not betray me into saying much.

This morning your President made an appeal to the alumni of the College for the kind of support that will make this administration count in the work of Dartmouth, that will make Dartmouth contribute to the life of this country as it has been contributing in all the years that are past. What I have to suggest is simply this: How is Dartmouth, how is any one of our colleges, to know what influence it ought to attempt to exert upon American life, unless it understands what American life is? That question rests with the alumni of our several institutions, it rests with the American people, and it is exactly as important for us, as a great body politic, to examine our minds and hearts, as it is for the educators of this country to examine their curricula and the programs of life of their institutions, so that we may all see the nature of the life we are leading.

Whither are we bound? What is the end and the aim, the ambition, of this American people? What does it propose to do for itself, for the well-being of its members? What will be its contribution to the world? Until we answer those questions, until America finds itself, until we know what American life is and aims to be, it will be impossible for President Hopkins or any other college administrator to make the work of the college so conform that it will contribute in a great way to that life.

I have just two things to suggest, things that lie on the surface that we all appreciate when we give any attention to them, but to which we give too little attention because of that devotion which in the youth of our race we have been giving to our own affairs. The great internal concerns of our life and the relation of our country to the other countries of the world, especially to western civilization, are the two great questions. What is the spirit in which we are to approach them? It seems to me sometimes as

though American life were a composite of neglected principles and improved opportunities—as it, having set up at the beginning of our life great principles of government, great principles of society, which influenced Dartmouth, Williams and all the other colleges of that early day, we had, so to speak, gone away and left them to stand alone while we devoted ourselves in a vigorous way to the development of the resources of this country and the seizing of opportunities which were ours individually.

So, I say, let us alumni of all the colleges get back some more to an understanding of and a feeling of deepest sympathy with those principles, and a purpose to weave them, remembering that, while we improve opportunities—whether they be ours or the opportunities of our beloved country,—they must be of a sort that make us as individuals and make our country as a country contribute to the welfare of mankind everywhere.

When we understand that, President Hopkins and all of us will be better able to fulfill the great ambition he has set before us today by putting our colleges in a way to serve more fully, truly, vigorously the vital interests of this great country of ours.

MR. HARRISON. Gentlemen, in order that we may be enabled to hear our friend Dean James of Yale, who is obliged to leave us early to-day, I shall ask him to speak last. In doing so, while I would like to say many nice things about him, I will restrain myself as I do not want to run up his time. I introduce him not only as a great college administrator, but also as a poet. "Sweet Doctor gentleman,—and more, if not a Harvard graduate,—banned off like others:

I must leave you all alone,
The Name is the best and the best,
When the College board vote is given,
And the President goes on his way.

This was carried down to New Haven, and Dean Jones, with the spirit of poetry bubbling up in him, and to illustrate the absolute democracy of Yale, replied:

Here's to the town of New Haven,
The home of the truth and the light,
Where God talks to Jones in the very same tones
That he uses to Hadley and Dwight.

I present Dean Jones, administrator and poet.

ADDRESS BY DEAN JONES

Frederick Scheetz Jones, A.M., Dean of Yale College, said:

Mr. Toastmaster, Mr. President, Fellow Guests, Ladies and Gentlemen: The toastmaster's introduction recalls certain literary indiscretions which I hoped were forgotten and which I still hope may be forgiven me. These personalities exchanged between Harvard and Yale men have no bitterness in them. If time remained this afternoon I would naturally take my cue from your introduction and speak of codfish, but it seems to me I had better confine myself to some more pertinent topic.

I feel very much embarrassed, being the only layman in this great galaxy of college presidents. That is because President Hadley cannot be here. At the same time, I do not want to apologize for representing Yale, because, with all due modesty, we feel that Yale is in some measure responsible for this occasion. We may be forgiven perhaps if we think with complacency of the fact that Eleazar Wheelock came from Connecticut, bringing with him some of the traditions he absorbed at New Haven under the elms. We gave to you your first President, and you have given to us your last President, and what can be fairer than that?

I do not want to seem unappreciative of Mr. Nichols.

but I do want to say that we did not elect him president at Yale College solely on his own merits. Mrs. Nichols has made as many friends in New Haven as there are people who know her, and our hearts are at her feet.

I want to warn the presidential ladies here—perhaps I should not call them "presidential ladies," but I want to warn the presidents here—that Yale College, if I have any influence over it, is going to stop electing presidents to its faculty. You may happen to know that at Yale we have a different kind of organization from that which prevails in most New England colleges. We enjoy a considerable degree of autonomy. Our faculties are separate bodies and we conduct our own affairs. We elect each other to office, elect our own officers, and our own finance committee at the faculty meetings. The president is allowed a chair in the faculty but is not allowed to preside. I have the great honor at Yale of presiding over the faculty, but I see considerable trouble ahead with Felt, Nichols and others, and I will simply say that there are presidential prerogatives that you may not presume on, that you must not go too far. I think I shall be inclined to draw the line on presidents after this, even a Nichols, for "many a nickel makes a muckle."

It is now time for me to deliver the address I was asked to send in manuscript for publication and which I do not send.

I only want to say, with an apology and with the hope that I may not be misunderstood, that some of us go away from this meeting with a certain degree of satisfaction. We go away with a feeling of contentment, because we came with a certain measure of misapprehension or at least, We had heard of President John Hopper; we knew something of his career. We considered, frankly, what he was going to lay down as the law for the future policy for Dartmouth College, and we felt that it was quite possible, or, that you might take an attitude that could not but have its effect on the other colleges of New England and the

United States. So, frankly, some of us came here with something more than curiosity. I will say that we came here with some doubt, and we go home contented, feeling very certain that the note in your presidential address this morning rang true.

As I listened to your inaugural remarks this morning and to your speech this afternoon, I wondered whether the keynote did not come, possibly inadvertently, through your great predecessor Wheelock, from the charter of Yale College, for everything you said seemed to have in it the tone of that great sentence in the Yale charter, that the object of Yale College was to train men for public service in church and state. That is what we have always felt should be the true aim of the American college, and that, it seems to me, is what you have told us you propose to do.

And so, sir, we welcome you, because you come into the great body of American colleges as a leader. We feel sure that the young men going out from Dartmouth from this time on will be young men of deeper sympathy, broader humanity, more devoted loyalty and more exalted patriotism, because of your inspiring leadership.

MR. STREETER. Gentlemen, in every large family we get all kinds of boys. It is so with this family here. A great many of our boys attend to law, a great many teaching, some medicine, others business, but we have very few whom we can designate as philosophers. We have one here. He is a man of wide experience, versed in the political game and in all kinds of things, and is now head of the publication department of the Metropolitan Life Insurance Company. He was also president of Amen Corner, and I trust that you will not have any misunderstanding about that. It is not a religious organization. He cast forth a few epigrams at the last meeting, which went into my scrap book:

"If pessimists have cried aloud that human liberty is in

largest, before becoming dismissed we want to know if those who spread the alarm have been recently attacked from the payroll. If the courts have asked us to join them in raising the net of gold at the feet of the rainbows, we wish to know what percentage they want to get for plowing us the way. We take stock in a public man who will admit that he may be ordinary, but we examine the finger prints of those who claim that they are perfect."

I introduce Mr. Luther Bartlett Little, of New York city.

ADDRESS BY MR. LITTLE

Luther Bartlett Little, Esq., of the Attorney, speaks as follows:

Mr. Trustees, Distinguished Parents, Members of the Executive, Members of the Faculty, Ladies, Fellow Alumni and Others: The one of the alumni of Dartmouth College I congratulate President Hopkins on the opportunity which has been placed before him. I congratulate him on being one of those who holds a position, which, by its name, carries with it, and commands, the respect of the educational world. I congratulate him on the responsibility he has this day assumed, which quite appropriately for him.

Some day, some one standing hereabouts will congratulate the College the alumni, the trustees, the student body and generations of students yet to come, on this day's work. He may count upon to find a body of supporters among the alumni of any college president in the country. We wish him well and sincerely pledge him all that we can do to put him in the list with Elihu Washburn, with Lord and Bowers, with Smith, Bartlett, Tucker and Nichols, and others in the Dartmouth line.

If my information is correct the sun shone on him this autumn day from the constellation Libra, the Scales, and as they are the symbol of justice and fairness, so we bring

to him a heart and mind to weigh him with his opportunity, firmly believing that he will preserve the balance.

Once in the Alumni Council, President Hopkins said, "If we are to go to the alumni body with pleas for support for Dartmouth College we must be prepared to lay before those to whom we appeal a selling proposition. What has the College to offer as an excuse for its existence? What is to be its position in the educational world?"

The alumni body, as I verily believe, is interested to know what manner of man Dartmouth College is going to turn out into this world, —not only because we want to know who is to stand for and maintain our traditions, but who is the man who is to do the work that is to be done in the twentieth century in this republic. We are interested in the output of Dartmouth more than in the machinery that produces it.

The late Seth Low, while president of Columbia, said that each institution should attempt to become an authority on that subject to which its geographical situation made it best adapted.

I have been looking from Lyme to White River Junction and from Lebanon to Norwich Plain to see what is the subject which the geography of the situation demands for Dartmouth. And, placed here, as it is, it seems to me the thing most worth while is, men; men of New England type with such modifications as modern civilization has made inevitable.

A distinguished New York public man has said, "The greatest evil in public life is humbug and hypocrisy."

Against humbug and in behalf of plain New England horse sense there lies the making of a great campaign—in business, in public life, in the varied activities that exist in this great democracy, and in the educational work of the college.

There is a fad and an ism at every turn. Much is heard of the efficiency experts. One of the most efficient things in the world, in its way, is a town band, but it is only the enterprise and spirit that causes it to issue that makes the

enlightenment—a desirable one to live in. An efficiency that may be a useful thing, but what it has had no perfect work it is a poor substitute for a human position and a human conscience. There are men as given to the idol of efficiency that they refuse to spark a child because the spark would strike a lost man.

All of us want to ride in the phantom of progress as it glides down the avenue of Time; but the useful man is he who is willing to work on the road on which that phantom is to run.

We hope this College will send out men of clear vision. Many advertise that they have discovered new constellations, when in reality they have been discovering a terrible light parasite. They think they have discovered a new celestial body when a lightning bug has lit on the big end of the telescope.

We hope for men of liberal enlightenment. Many may claim that they be either the prosecuting attorney, or the judge that improves justice, as they look upon the evils of this world, but what humanity needs is someone to "go bail."

We hope this College will stand firm in the faith for the patriotism of the early day. There is a band of patriotism that will follow the flag even at the cost of life, but too many men plant the flag over the nations' tomb. The wings of great leaders in public life are not drawn on the pavement. Too many men advertise that they are in the line of progress when they do not know where they are going but are simply on their way. Too many men promise that they have found a patent remedy for all the ills of the Commonwealth when they simply want the selling privilege and the copyright. Too many men want to help others on a percentage basis. Too many men think that honesty and righteousness is a particular activity began the flag they took hold of the pole. Too many men do not seem to know that it is better to be a man poor, fit

a day and get it than to promise him \$5 and know he won't get it.

We hope the Dartmouth man of the future will be an optimist whose character squares with his advertised aspirations. There are those who advertise their belief that the millennium will take effect on a certain day as the result of their proposed legislation, but those who introduce the bills allow their own behavior to strike out the enacting clause.

Too many men take too much satisfaction watching their fellow men in a streak of hard luck.

Too many men will not go into a fight in any cause unless they may share in the gate money.

You cannot steer the ship of state by anything less than the fixed stars, though some try it with the limelight.

Too many men are opportunist. Their consciences are easy when the sheriff and district attorney are on vacation.

Too many men get the repute of being thrice armed in a just quarrel who know that their only shield and buckler is the statute of limitations.

Claptrap, however perfect in its diction, cannot be substituted for the simple honesty of sincere conviction any more than you can buy government bonds with stage money.

The man who cries "safety first" when a moral principle is at stake utters the slogan of a second story man.

We hope that Dartmouth men of the future will have a lofty courage. If any one, in the words of the Missouri song, "starts kicking their dog around," let them not whine. Give the dog a ration of raw meat and let nature take its course.

Most of us are under the shameful necessity of earning a living, and many are trying to get rich, but there is that in a man that will enable him to look into the show windows of this world and say with Socrates, "How many things there are that I do not want." There is a philosophy that

makes a man an outcast even if the house team does not get a run.

It is possible to practice the gospel of righteousness without frightening the neighbors doing it.

It is free to leave a good old lying here and there without demanding a chain check.

It is a shame of length to-would mankind for being human.

There are those who have no sense of their own proper place in the scheme of the universe. A faithful peasant that tills the soil alone in a straight field has a much more effective career than a king that is thrown to the discard.

Some do not know whether or not they themselves are honest without reading the moral code. They fear the code but stand in no way of breaking the ten commandments.

Men come to this College from all over the land. The geographical distribution of students is perhaps the greatest of all the colleges. Its influence for sanity, and manly force, were, should stretch across "the girliest earth." The College, with its traditions, is one of the best places on earth for an object lesson. "Men of Dartmouth set a watch but the old tradition fail."

Mr. FRANCIS CARLISSEN, of course you need not expect to get away without hearing from the Class of '74. That class was not particularly well regarded in its time. When anything happened that should not have happened, Percy Smith first looked over the Class of '74 to select the name of the culprit. If any gross and cynical humorist had told Percy Smith, "Bully" Southern, dear old Noyes Parker, or even "Chuck" Emerson, that out of the Class of '74 Frank Parsons would become Chief Justice of the State of New Hampshire for probably a longer term than anybody in the judicial history of the state, that Jack Allen would be Chief Justice of the Supreme Court of Massachusetts, hummed by everybody who knew him.

that Ed Eastman would be Attorney General for a longer period than any of his predecessors, that Sam McCall would go to Congress as long as he wanted and then become Governor of Massachusetts, with a prospect of having all sorts of things in the future, and that Sam Powers would become an eminent member of the bar, a general political oracle upon whom all his friends could depend, and an all-around good fellow,—if a man had told that to all of the old professors of the College, they would have locked him up in an asylum, as being crazy. Those things, however, have all happened. How these things all happened I will ask Sam Powers—dear old man, dear young man, whom every man here loves,—to explain, briefly.

ADDRESS BY MR. POWERS

The Honorable Samuel L. Powers, A.M., speaking for the Alumni, said:

General Streeter, President Hopkins, Ladies and Gentlemen: I am very reluctant to say anything at this late hour, but I always have to take commands from the presiding genius here today, and, since he has involved the Class of '74, I suppose I must say a word concerning that class.

I have been somewhat in doubt as to why I was invited to take part in these interesting proceedings. I had rather assumed at the beginning that it was because once on a time I lived on the same street with President Hopkins. It now appears that one reason for the invitation is that I belonged to a class in which some of my classmates have become famous. I was talking the matter over with one of the members of the committee, and he said to me that I was not invited for either of those reasons. He said, "You were invited because you are an old grad and were in college at a time when the College was turning out the poorest material it has ever turned out in its history, and

you are here is a fair sample of the poor work the College did years ago."

I don't object to being an old soul. To be frank, the purpose and ambition of my life is to become the oldest surviving grad of the College. With that aim in view, I recently resigned from the Board of Trustees, in order that I might lead a life of solitude and be free from the worries and anxieties incident to the selection of the new President.

But my mind goes back to those days when John Dodge Smith was President of the College. I do not know, President Hopkins, what impression you are going to make on the freshman class just entering, but if you make the same impression on the incoming class that President Smith made on my class, your time is secure. I have seen in the course of my life a good many celebrities, but I have never yet met the man who made the impression on me that President Smith did during my freshman year.

And yet President Smith, although the College was small, had his troubles. It was at that time that there was a fierce competition going on between the colleges of New England to increase their enrollment, and I remember that the struggle at that time was particularly keen between Dartmouth and Amherst. It was a neck and neck contest. Sometimes one college would be ahead and sometimes the other; and so it was not difficult in those days for a student to pass the entrance examinations, and when he was once in I could not continue if any man who was separated from the College for a purely technical violation of a regulation, as the College did not wish to lose men.

I remember—I think it was in June, 1823, during my sophomore year,—a boy who had come home one of the distinguished alumni of Dartmouth presenting himself at President Smith's study for entrance to College. He filed his application and asked for an opportunity to be examined. It happened that this young man had had rather a

lurid career in the preparatory schools. He had been expelled from one and had some difficulty with another, and the principal of the one from which he had been expelled had written a letter to President Smith protesting against his matriculation into Dartmouth. So the young man came down, took his examinations, and, being a very brilliant scholar, passed them well; and when he presented himself before the President, the President said to him, "I will have to have your application delayed until September, when the college comes together. In the meantime I am going to see if I cannot influence the principal who has written a letter protesting against your admission so that he will withdraw his objection." The young man was bright. He knew of the contest between Amherst and Dartmouth, and he turned to President Smith and said, "It was not my desire to enter Dartmouth. My father sent me here. I do not wish to put you to any trouble, and, rather than do so, I will withdraw my application and go down to Amherst." The President, with that kind, fatherly manner he had, stepped up to him and put his arms around his neck and said, "Prouty, you are too good a man to lose to Amherst. You are already admitted to Dartmouth."

I recall at the end of my sophomore year looking over my record. It was not entirely satisfactory to me, and I had learned that it was not entirely satisfactory to the faculty. I wanted to reform, and I was satisfied that I could not reform if I remained at Hanover. So I decided to transfer and, looking over the colleges, I reached the conclusion that the best college I could go to was Williams. So I wrote a letter to the president of that college—because in those days the president did all the work that the dean does now—and the president wrote me that the college would be overjoyed if I came there. Williams at that time was looking for students. So I went down to see

the President. It was necessary that I should have some letter, and I told the President that I was to leave Falmouth. He wanted to know the reason. I asked to be excused from telling the reason. The President always thought that anybody who left college did so because he was short of money. That was quite often true then, as it is now, but that was not the reason in my case. I was short on other things, but not money. I told him that I did not want to give the reason. He looked me squarely in the face and said, "I think I understand. To whom shall I address this letter?" I said, "I think you had better address it 'To whom it may concern.'" And so he set down and wrote out a letter "To whom it may concern." I wish I had preserved that letter. It would be a testimonial of entry to almost any place, because he went on to explain how brilliant my record had been during the two years and how each and every member of the faculty was pained that I felt it necessary to leave the College, and how he had predicted great success in my future career if I had only stayed in college. Then he turned to me and said, "You take that to your father, and I think it will bring the money."

Well, I did not take the letter to my father, but in the September following I started for Williams College. I went down on a train. I don't think it belonged to the Boston & Maine system. I think the Boston & Maine system had not been organized at that time. The railroads in New England at that time were numerous, and the idea of the management appeared to be to operate their trains in such a way that they would not connect at any connecting point, and they succeeded very well, because as we came into Greenfield the train that went up to Horse Mountain was just pulling out, and I had twenty-five hours in which to sit down and think of my sins. By morning I had thought the thing all over, and I said, "I will take the first

train that goes to any college in New England. I will not stay here any longer." I found that the first train went to Hanover, and so I came back to Hanover and remained with my class, and have today the honor of having graduated in the class with the illustrious men to whom General Streeter has referred.

Speaking of the trains that did not connect in those old days, I want to tell a short story for the benefit of Mr. Kimball, an old railroad man, which was told me some years ago by a traveling salesman. He went down to Maine and wanted to go to Dexter, but couldn't reach Dexter without making change at a junction. He had thought that he would like to spend all day in Dexter, and so he had got up at half-past four and breakfasted at five in order to take the six o'clock train. He reached this junction out in the woods about seven o'clock in the morning. He stepped off his train, supposing he was going to step on another train, but there was no train there. He went in to see the station master and said, "When does the train leave for Dexter?" "At 5.40 this afternoon." "Is there no train before 5.40 this afternoon?" "No, no train before 5.40." "Well, have you a hotel nearby where I can get my luncheon?" "No, no hotel." "Any boarding house?" "No, no boarding house."

So he walked up the railroad track and looked across at a large cemetery, well filled, and made up his mind that there must be a large town within two or three miles of such a cemetery. So he came back to the station master and said, "Have you a town two or three miles away?" "No, nothing nearer than Dexter, thirty-five miles away." "Well, where did all the people who are buried in that cemetery come from?" "Well," said the station master, "they died right here on the platform, waiting for trains."

That was about the situation in the old days.

Now, I want to extend my congratulations today not

only to President Hopkins but to the alumni of the College, because I predict a great administration for President Hopkins. I have some ideas on this subject of education. In fact, the first money I ever earned was in realising. I formulated some ideas as to how a college ought to be run, year after year, and, so far as I know, those policies are all sound. At least, none of them have ever been disproved, because I never have been able to find anybody who had the temerity to put them into question. I have, however, told President Hopkins what those policies are, and if his administration proves the success which I believe it will, I expect that some time he will disclose to the world the reason for the great success of his administration. At any rate, I have just one policy that I am going to reveal to you today. When I appreciate the fact that the president of a college, the trustees and the alumni, have much to do with building up a college, or running those you hope out the most important factor, and that is the undergraduate. It is the undergraduate who makes the college, as I look at it, and if the administration cannot satisfy the undergraduate, the college will not grow. If I may be allowed to use a homely illustration, the building up of a college is like the building up of a summer hotel. If you satisfy the guests, the hotel grows and is prosperous; if you do not satisfy the guests, the hotel does not prosper. And so it is with a college. If the boys like the college, like the food sent give them and the atmosphere in which they live, the manner in which they are treated, they will throw up their hats for the college. And I think that some of the elements of the success of Dartmouth—that the boys like the town, like the administration of the College, and I know, Mr. President, that they are going to be fond of you. You are going to have their best support, and with the cordial support of the undergraduate body I have no doubt of the success of Dartmouth.

I predict for you, President Hopkins, a long and successful career, a career of great service not only to the College but to the public. I can think of no position to which a man of your age can be called that gives him such opportunities for service to humanity as the position of president of a New England college, with traditions such as this College has back of it, with the alumni back of you and with everybody wishing you success and Godspeed.

MR. STREETER. Gentlemen, this closes the academic dinner.

FOLLOWING THE INAUGURATION
THE EXERCISES OF DARTMOUTH NIGHT

DARTMOUTH NIGHT
ORDER OF THE EXERCISES

7.30 p. m. Illumination of the College Green and Torch
Light Procession

8.00 p. m. EXERCISES IN WEBSTER HALL

Presiding Officer
The President of the College

Music by the Glee Club
"The Hunter's Horn"

Remarks by President Hopkins

Reading of Telegrams

Address

By Edwin Julius Bartlett, A.M., M.D.
New Hampshire Professor of Chemistry

Address

By William Foster Peirce, D.D., L.H.D.
President of Kenyon College

Address for the Undergraduates

By Sumner Brooks Emerson, 2d
Of the Senior Class

Poem

By Wilder Dwight Quint
Of the Alumni

Address

By James Parmelee Richardson
Of the Alumni

THE EXERCISES OF DARTMOUTH NIGHT

The inauguration luncheon closed the order of formal matters. Immediately following it the majority of delegates and guests and their departure. If the reception of the previous evening had been planned as a family affair, the inauguration for the alumni and guests, and the luncheon primarily for guests. Dartmouth Night had been brought into the program for the sole benefit of the alumni and the undergraduates, with the emphasis, as always, upon the undergraduates.

For the carrying through of the outdoor events, Palimpsestus accepted responsibility. They met it magnificently.

At half-past seven in the evening, the entire student body assembled on the College green in order of classes. Here lighted torches were distributed. The Boston alumni having arrived in considerable numbers, and having secured the services of Neely's Band, headed the procession. When all was ready, a great hush shut down upon the darkness with noise and contrast stars. Then the band struck up, torches waved and flamed, and close to two thousand graduates and undergraduates started their cheering way to the President's house where President Hopkins used to receive them.

It may well have been for him the most thrilling moment in a day filled with much emotion as from his terrace he looked down upon the advancing ferment of flicking lights, heard above an echo wall toward him out of the night, and realized that all this was in homage to him from other Dartmouth men for whom he homeward for many years, was to be realized, such honor.

There was little time for speech-making now. The procession passed on to Main Street and back to the green, where its coming was heralded by an advancing line of colored fire

that presently blazed all about the square. When the flare died, row on row of torches framed the green.

Meanwhile from middle spaces bombs and fiery flower pots belched forth brilliant jets and flashes. Presently a set-piece sputtered out the word DARTMOUTH. It was a signal for entry into Webster Hall, where, amid much resounding music from the band, and much cheering and singing by alumni and undergraduates, the exercises of Dartmouth Night were observed according to honorable tradition.

The meeting in Webster Hall was called to order by President Hopkins shortly after eight o'clock and the exercises thus introduced.

PRESIDENT HOPKINS. Ladies and Gentlemen, Members of the College and Guests: I think we can hardly properly say that we will now begin the exercises of Dartmouth Night, but we can say that we will continue them, first having singing by the Glee Club.

After the Glee Club had given an excellent rendition of "The Hunter's Horn" the President made the following opening address:

ADDRESS BY THE PRESIDENT

Dartmouth Night is an informal occasion. We are going to drop all the dignity we have had, and shall try to drop all the formality, just having as good a time as we know how.

I want to say at this time a personal word of "Thank you" to everybody. I have not found anybody yet in Hanover who should not be included in that by me.

There is a story of one of the old Presidents who, after the entering of an especially large class, started his first chapel service with the psalm, "Lord, how are they increased that trouble me." The story loses its point for me

because my experience is growing to be that every under-graduate I meet is anxious to help and I feel therefore that the more of them there are the more friends there are.

I want to thank the Dartmouth Club of Boston for coming up and helping us out on this occasion. I want to thank the men who are here from Chicago, and from innumerable other places. I cannot name all the alumni centres I have seen represented here tonight. We are delighted to have with us the alumni association of the Medical School. It was a pleasure that they should have had their meeting at this time and be here with us. The alumni who are here from the Tuck and Thayer Schools I am glad to welcome.

Dartmouth Night was founded in 1895 by President Tucker, who said at the time that he thought it was well that one day in the year the men of the College should gather together and breathe into their souls love and devotion for Dartmouth. The object was we apparently with the twofold purpose of making the occasion a formal initiation of the freshmen into the membership of the College, and of reviving the devotion and the loyalty to better things of the upper classes.

That first Dartmouth Night was an interesting sight, viewed even according to the standard of the advance we have made since. There are some interesting things in connection with it of which I will speak. Among the speakers was Samuel E. Powers of '74, who is with us to-day. The Honorable George A. Mahan, of '61, our beloved alumnus, was of whose sons we are with us to-day, was present and spoke. One of the youngest alumni, Matt B. Jones of the Harvard Law School, was here. Matt B. Jones is here to-day—the respected and revered member of the New England Telephone & Telegraph Company, bearing the full dignity of his position, and we are glad to have him here. James D. Richardson, '87, a judge of the Massa-

chusetts Superior Court, and one of the principal advocates of the alumni movement, the man for whom Richardson Hall is named and a man to whom the College is indebted for long-time service on the Board of Trustees,—whose nephew is with us here tonight,—was a speaker on that occasion. I think perhaps the final touch, and one of which I almost hesitate to speak, was that the poem of the evening was read by Craven Laycock of the senior class.

While we are exceedingly fortunate in the new talent of the College, we can nevertheless hark back to the talent of those days and rejoice in the fact that it is represented here tonight.

Mr. Streeter, in starting the speaking at the dinner this afternoon, said to the audience that he hoped they would lend him their ears. If the observance of this day goes on much longer, I shall ask some of you to lend me your throats. Nevertheless, one gets into the habit of talking, and it is sometimes rather difficult to stop; so I shall take just a few moments longer to say one or two things along the same line upon which I have spoken at previous times, and things that I shall probably keep on saying for the next thirty or thirty-five years.

I think one of the most profitable courses I had, in some ways, in college was one dealing with the elements and the nature of goodness. In that course we found that goodness is simply a relative term, having to do with the characteristics of a thing with reference to the purpose for which it is supposed to exist. One speaks, for instance, of a good big pumpkin, of a good sweet orange, and it depends altogether on what you want to do or to have whether a thing should be called "good" or "bad"; because a good day for fishing would be a mighty poor day for a mountain view. And so it goes. The qualities that would make a good Pomeranian pup would be of very little value in a great dane.

One of the things we need to be thinking about, and thinking about morning, noon and night. If we are going to interpret the inspiration of tonight here terms of betterment of the College—and when I speak of betterment of the College I do not mean that it needs betterment except in the sense that a college must get better all the time if it is to succeed, as this is becoming a better world all the time,—is how to make this a better college, and the nature of the goodness of the College?

It would not be a particularly good or desirable College from the point of view of any of you men at the alumni, the faculty, or the rest of us. If it were simply an institution in which you passed your hours away for four years and from which you went out without having derived anything from the time spent or from the experience gained here. But the nature of the goodness of the College must be in the fact that the College has something definite to do, that is worth while, and towards which it is working, coming nearer and nearer to accomplishment.

I am not going to repeat the inaugural address or give any formal talk. I think we shall understand each other soon and understand what each of us thinks about what the College ought to do. All that I plead for tonight is that the College have a definite purpose and that you discuss among yourselves what the purpose of the College is. You do not need to take it from me or any associates of mine who have been working with you, except that you ought to give some attention to the men who are giving their lives and energies to the College in their efforts to make it the kind of an institution from which you will be proud to go forth into life.

That is about all I have to say of a serious nature. There is in the upper part of Vermont an old New England home in which there are three sons, one of whom works in the lumber business, one on a great farm and one in a shop,

and the dear old mother in that home says each night as the men come in and gather at the supper table, "Sons, how went the day?" I want, when the mother says to the sons of Dartmouth, "How went the day?" that we shall be able to say that it went profitably; and, more than that, I want you all to bear in mind what Stevenson says at the end of "The Lantern Bearers"—which you all should read, a story of life with much mystery and romance in it,— "But those who miss the joy miss all." And that is true of the College. And so, in all our energy and our purpose to do, and in all our sacrifices—and we must all give up some things in carrying out our ideas of the things for which the College stands,—it ought at all times to be a pleasurable thing, and "those who miss the joy miss all."

We have with us tonight, in spirit, the alumni of all the associations over the country. We have telegrams upon telegrams, and we are not going to read them all. But there will be three or four of them read to illustrate the general spirit animating the alumni body as a whole. I will at this time ask Professor Laycock to read telegrams, one from a greatly respected and loved alumnus, and others from a few of the Associations.

READING OF TELEGRAMS

Dean Laycock stepped forward with a handful of yellow telegraph sheets the reading of which he prefaced as follows:

DEAN LAYCOCK. The first telegram I will read entire is directed principally to the undergraduates and incidentally to the faculty. (*Cheers.*) I am afraid you would not have cheered if you heard it before doing so. You see, President Hopkins, in starting out, like all good presidents, when he has a little bad news to break, looks around to see who can do it. I am the fellow who is going to break this



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little and more to the undergraduates. The faculty can bear it. I have this telegram from the President's office—Dartmouth College:

"Please announce to the faculty and undergraduates of Dartmouth tonight that tomorrow, Saturday, October 7, will be a college holiday."

Here interested wild applause and cheers followed by three cheers for "Pres. Hopkins."

Another message, a telegram, is from Dartmouth's great benefactor and devoted son, Edward Tuck, whose interest in the College is only matched by the affection and gratitude felt for his name by thousands of men of the College. We rejoice to have him present today with us in spirit in this joyful greeting.

MR. TUCK'S TELEGRAM

Tyndess' invitation for inauguration President Hopkins just received. Regret cannot be greater. My congratulations to College and to new President with confident anticipations of continuation under new regime of Dartmouth's splendid progress.

(Signed) EDWARD TUCK.

Great applause marked the reading of this message from Mr. Tuck.

From the multitude of other telegrams, I can but run over some, merely naming the places from which they come, and reading three or four as representative of the spirit of all.

Dean Laycock then read a list of the following associations:

The Dartmouth Club of Hartford, Conn.

Commercial Association

The Dartmouth Club of New Haven, Conn.

INAUGURATION OF ERNEST MARTIN HOPKINS

The Dartmouth Lunch Club of Waterbury, Conn.
The Dartmouth Association of Lawrence, Mass.
Cheshire County Dartmouth Alumni Association
Concord (N. H.) Association
Washington (D. C.) Association
The Dartmouth Club of Baltimore, Md.
Philadelphia Association
Chicago Association
The Dartmouth Club of Northern Ohio
St. Louis Association
"Of the Plains" Association
Pacific Coast Association
"The Great Divide Association"

Telegrams were also announced from the Class of 1910, from Dartmouth men at Milwaukee, Buffalo, Rochester, Buenos Aires, London and the Plattsburgh Training Camp, and from several en route to the border with the First Minnesota Field Artillery.

PRESIDENT HOPKINS. It is exceedingly fitting that we should remember the absent sons and brethren, because there is many a man who wished to be here tonight who found at the last moment that it was impossible for him to come. There is many a man who has known from the beginning that he could not come, and yet wanted to be here; and I will ask the cheer leader to give just one cheer for the absent sons.

In response, vigorous cheers were given for the absent sons.

PRESIDENT HOPKINS. I have been wondering, as a preliminary to introducing the first formal speaker of the evening, just how much the College probably knows in regard to certain phases of the contribution he has made to Dartmouth. Doctor Tucker once told me, at the time when I was graduate manager of athletics, when we were discussing some matter in which the College name was

greatly involved, that he had relieved himself of the major part of his responsibility and anxiety in regard to the College in so far as athletics were concerned when he was able to persuade Doctor Bartlett to go on the Athletic Council, as representing the faculty, and Mr. Edward K. Hall, as representing the alumni.

We have with us both of those gentlemen tonight. If the one who is a trustee were to be allowed to speak, I don't know what he would say. I am going to call on Doctor Bartlett in just a moment.

I think some of the inside history of our athletics is well worth knowing, and that it is entirely proper to go into it at this time. I shall not review generally the athletic situation, but am merely going to show you how some of these things work out.

For a great many years Dartmouth was as rigidly excluded from consultation or important work with reference to the football rule as an institution well could be. No corporation was ever closer than the old football rules committee. A movement was started, in which Dartmouth was invited to participate, through which it was expected that the game would be considerably changed for the better. As I say, Dartmouth was invited to participate in that conference. There was no question at all about what Dartmouth wanted to do, and I suppose there were dozens of other colleges that wanted to do the same thing; but, at any rate, whatever may have been the resolutions of other colleges, Doctor Bartlett took the responsibility of representing Dartmouth in the conference in New York and of gaining such consideration for the College as could be gained by representation on the new football rules committee. I need only say that the conference was held, that Dartmouth secured her representation on the new committee, and that the new committee swallowed the old committee; and I think I make no mistake in saying that

through Dartmouth's representative, Mr. Hall, the College has been one of the principal contributors to the present status of the game.

What has happened in that particular case, which I cite because it is little known, has happened again and again not only in athletic, but in other affairs. No college graduate of years' standing has ever worked harder, more intelligently or more conscientiously for Dartmouth's best interests than Professor Edwin J. Bartlett, and I don't know why, in view of the fact that this is an informal occasion, I should not be allowed to drop back into the vernacular of my old undergraduate days and introduce him as my beloved professor, Bobby Bartlett.

ADDRESS BY PROFESSOR BARTLETT

Edwin Julius Bartlett, A.M., M.D., New Hampshire Professor of Chemistry, thus responded:

President Hopkins: I cannot begin to tell you how pleasant it is to hear your great introduction of me this evening. You and I have been acquaintances for nearly twenty years and have been so associated on the Athletic Council, where we have seen a great many troubles, and on the Alumni Council for a short time, where there were no troubles, and have been so much together in one way and another all the time during these years, that our acquaintance and friendship have been constant. There are many of the alumni for whom I have the warmest affection, but whom I do not often see. But our acquaintance and friendship have been constant, because we have seen each other so much; and it now seems entirely natural that you should be with us all the time in this way.

A little while ago, as time goes—that is, a few years,—two of our great American financiers were in England, and one of our American cartoonists drew a very pleasing

picture, under which was the legend: "John Bull, learning that Andrew and J. D. are in England, proceeds to nail things down."

That is very largely the attitude of the inhabitants around about here as they learn that the College has come together and that with it a new class—as we politely term the freshmen classes—has come in. I suppose if you were to go back to 1770, 1771, 1772 and along there, the immigrants from Connecticut who had sparsely settled this region up in the northwestern corner of the town around Etna used to come over here and watch these curious students. I can fancy that, for a period of several years, it was something like a menagerie to them, but, after a few years, undoubtedly they became catalogued, and for at least 125 years the inhabitants have become used to new classes as they arrived in the College.

As you go on your walks I think you will find that the apple trees which hang over the highways have not been sprayed, and that wherever there are turkeys there is an uncomfortable dog with a taste for veal. If at any time a rare occasion should arise when you are sent out to collect the materials for a bonfire, I think you will find the wise householder in one of two attitudes. Either he will hand out to you an old barrel, on condition that you do not take the house,—thus paying tribute money,—or he will be seated on his hen coop with a shot gun. If you stray into the surrounding towns, the native there will regard you with a wary eye. He knows you, and whether he may indulge your frolics and noods, or whether he may resist a line from you, will depend entirely on his idea of which pays best.

That is about the attitude with which you are regarded. *Alma mater* has had many broods of children. As you wander through the woods, over the headfires and upon the splashes, it will be perhaps your first, second or third

trip. But for the woods and the uplands it is the one hundred and forty-seventh season of tramping through them, over them and upon them. They are very old and wise.

But you are here. You are here nearly five hundred strong, and I have a prophetic eye! I can see that about fifty-five per cent of you in 1920 will get a diploma from the College, forty-five per cent of you will be somewhere else, and it rests entirely with you which are the fifty-five and which are the forty-five.

There was a little unseemly laughter, implying that there was something discreditable about the forty-five per cent. That will not be necessarily so, either. Possibly about ten per cent of you will not be here because you are officially unwelcome, but the remaining thirty-five per cent will have passed away from natural causes. Finances sometimes give out, and many a fine fellow will go home because the burden of the family falls upon him,—and there is untimely matrimony!

But the strange thing is that you are here because you enter here into a marvelous inheritance, and that, after all that has been said today, must be the theme of my brief talk tonight. If I am looking for an inheritance, I ordinarily look to those with whom I am connected by blood in some way. It may be that I conduct some ragged and blind old man across the street and he leaves me a million dollars. It doesn't happen often. It may be that I am adopted into some wealthy but childless family. But, if I am adopted, I don't do the adopting. But you have done the adopting. That is, you have come and said, "We will take that inheritance."

Now, that is a wonderful thing. Without any desert on your part that you have shown yet, without any blood relationship, without any ostensible reason, you have come here and you take a magnificent inheritance. The question

is just how you are going to take that inheritance and whether you are going to take only a part of it or all of it.

I am going to call your attention a little to what that inheritance is, in a somewhat sketchy way. First of all—because perhaps you appreciate that most at this time—it is a most substantial money inheritance. The College asks you to pay a certain sum of money annually, but if you can say truly to the College, "I am too poor, I cannot do it," the College then proceeds to substitute for some payment somebody's else payment in part, and your money, with somebody's else, is turned over to you in lieu of the money which you yourself are expected to pay to the College.

But, supposing you ask nothing from the College, that your father is able to pay all that the College asks. The College then gives to you for the \$500 you pay annually what costs in actual money somewhere in the neighborhood of \$200 annually—\$500 in addition, or \$200 altogether. This is no juggling with bookkeeping; these are no imaginary figures. They are the actual figures. In order that I might not afterwards be contradicted by anybody, I got them from the Treasurer of the College.

If you are here for four years, the College will have given you what costs the College in actual money about \$2000 over what you have paid. That is a pretty substantial gift, a real gift which you get simply because you come here and take it.

But I want to go farther than that. That is *more* money. I want to look around a little bit and see what you get as part of your inheritance which is so much greater than money, because it represents the thought, good-will and forbearance of other people. Look at this hall, affluence many times today. It bears the name of Webster, who served the College at one time, and who, I feel sorry to say, is the originator of that phrase, "It is, sir, a small college."

Those words were uttered ninety-eight years ago, and there are people who are quoting them today. But, still, he has given his name to this building. Greater than that, in a way, is the fact that this building and yonder building, Dartmouth Hall, represent the contribution out of their own pockets of sixteen hundred graduates of the college—not the whole value of the buildings, but sixteen hundred graduates such as fifty-five per cent of you will become put their money into these two buildings. Look at the park, where that beautiful tower surmounts the pines with its fitting cone above,—that tower was built by eleven classes, 1885 to 1895 inclusive, and a large part of that work was done by the hands of those classes. Go over into the park. Some of us can remember when we went out there with shovels and hoes, faculty and students, and laid out those walks and those driveways.

Still there is an inheritance. Right across the street here Rollins Chapel bears the name of the donor. The next building is Wentworth Hall. We will always associate the punch bowl with Wentworth Hall. That jolly company came up here from Portsmouth on horseback, and they thought the punch bowl would be the best memento of the merry occasion, and the delegation that sent it to the College was headed by the Governor of the Royal Province of New Hampshire, John Wentworth. Perhaps it is also well to add the fact that he was the one who signed the charter.

Go down a little way farther and look at the alumni gymnasium. Over three thousand graduates and undergraduates of the college put their money into the gymnasium, and I think the trustees would like to see a little more money put in there yet. A little farther along is the alumni oval. Then there is the campus. Every spot here is permeated with associations. Going along on the campus, you will see those three noble buildings that have been

given to you a little farther along Hittson Field. I think Mr. Hittson has been here to-day and is just now. A little farther along is the wonderful old pump, and that wonderful well. All these things are gifts to the College, and they are your inheritance.

And now I want to put this spell on you. Nevermore—perhaps I should say “never,” and to some of these gentlemen “never again”—can you damage or destroy any of the property of the College without a conscious—intentioned—feeling, since you have heard these words. Never, because you have heard these words, can you do anything by means of which the College is less able to pass on this noble inheritance to somebody else. Never can you do it without the conscious knowledge that you are doing that of which your judgment does not approve.

But, greater than these still are other things that you inherit here. You inherit the truth here, not only as a discriminating factor in your minds but as a compelling force; you inherit the obligation to do for others; you inherit the obligation to use well the time that is given you here,—and, above all, you inherit the obligation to serve God and to serve man, because this College is founded and carried on in that tradition, and, since you come here and have taken this inheritance, you cannot take part of it alone and leave the rest of it.

You inherit, then, this great obligation, also, of magnificent inheritance and a great obligation; and, since I have a moment left, I want to call your attention to another obligation in the line of what we may call preparation to mobilization. I do not use these words, “preparation” and “mobilization” in the sense of war time. On the other side of the water, in that world of island and islanders, there are two altogether admirable things—one the American ambulance service and the other the French hospital service. They were beautiful, but I mention them

two. Of course, the American ambulance service is a very small part of the great ambulance service that is being rendered, but you know that it is being rendered by college young men of America. A little while ago I saw a letter from one of the chiefs of that service saying, "The personnel leaves absolutely nothing to be desired." What are the qualities wanted? A certain amount of steady nerve, some dexterity and intelligence, and quickly acquired skill. Almost any American lad of college aid can meet those requirements.

As to the French hospital service, I have a friend who has been twice called from this side by the French government to go over and inspect the French hospitals and tell the government whether he could suggest any improvements. He was over last summer, visited fifty or sixty hospitals at the front, and he said he had absolutely nothing which he could suggest. That means more than you might think at the moment. Here we have plenty of time. There things must be done immediately and at the minimum of expense. It means speed, celerity, organization; it means the utmost of professional skill.

See the difference between those two. Preparedness, years and years of preparedness, led to this hospital service; native gifts led to skill in this ambulance service. The world and the country are looking to you for the preparedness that goes with such work as that of the French hospital service and for such manual skill as goes with the ambulance service. We had a fine address from Professor Finley last summer on the subject of mobilization, in which the theme was the development of all the mental and moral powers with the same intensity and the same earnestness with which munitions are produced in time of war, urging in this present emergency of the world that students in the American colleges should mobilize their powers in that same way.

It is better to stop on time than to deliver a peroration.

Professor Bartlett's witty speech, with its characteristic ending profound great enthusiasm. After the applause had ceased the President spoke.

PRESIDENT HOPKINS. One of the most impressive and interesting things which has to do with the history of a college is the dominating influence, if I may so term it, of an idea. Eleazar Wheelock educated Samson Occum. Samson Occum went to England. He was first an object of curiosity, and then he became an object of great interest, and the funds which he was able to raise and return with to America played a vital part in the founding of the College. Eleazar Wheelock also educated another man, named Samuel Kirkland, who went to New York state and worked among the Indians there. He went to northern New York and founded Hamilton College, and through the decades men have gone from that college out into the law, the ministry, medicine and business, carrying with them the Dartmouth idea and bringing back to the college from their life work some of that outside contact which they thus established. Among the most interesting phases of this work is the work that has been done by certain men who have gone into education. At some time I would like to take that up with the College—at least, with the men who have any interest in going into teaching. There was a man named Columbus Chase, who graduated from Dartmouth in 1796, who had the missionary impulse and who went out into Ohio. There he established and became the first president of Kenyon College, and we have with us tonight the President of Kenyon, who has come on to share in these proceedings. He has come back to bring to us some of the spirit and the impulse that went to the West at that time.

I take great pleasure in introducing President Pyroo, who is of the Amherst Class of '96, but who comes to us as the President of Kenyon College, the daughter of Dartmouth.

ADDRESS BY PRESIDENT PEIRCE

William Foster Peirce, D.D., LL.D., President of Kenyon College, was warmly received. In response to the cheers of the company he began at once as follows:

As was the case with one other cheer this evening, you may find that you gave that one a little prematurely. Wait until you have heard me talk a while!

Your President has spoken about the best and the worst in presenting me to you as the successor of Philander Chase as the head of Kenyon and as a graduate of Amherst. This is an informal occasion, where one is to be thoroughly at one's ease. The President has directed us to be at our ease, and, as one owes a most loyal devotion to a newly inaugurated administrative head, I am feeling entirely at my ease this evening among Dartmouth men. In fact, I think that among the guests — I will not say that I reckon myself among the distinguished guests, but among the guests who have come and gone in the last twenty-four hours, — my position is a peculiarly happy one. They have been obliged to stand on their dignity, and, if they addressed audiences, had to do so in the academic manner customary on more or less stiff and formal occasions. I have been somewhat overweighted by academic custom during a good part of the day, and it is to me a joy and delight to meet the men of Dartmouth in this way after the formal "tumult and shouting" have died away and speak to you as men who are interested in and are a part of the Dartmouth history and the Dartmouth tradition. I feel, however, that my place is not here, but up in the gallery, with the Class of '20, for, you see, I am simply being initiated myself.

I am afraid that away back in those far distant ages I should have been a pretty poor candidate for the celebration of Dartmouth Night, early in October. It was just

about this time of year that the waves of the Dartmouth football team first began to strike terror to our young souls. And if I had found myself in the midst of a Dartmouth celebration I am sure the only figure I could have met with joyfully would have been that of a victim as a memento in the events that were going on. But, after having enjoyed the hospitality of the College for the past twenty-four hours, nearly,—for I didn't arrive until after midnight last night,—I find that I am in a real sense a type-carbonate for imitation. I feel that were I home, but I suppose that if I were to convince you that I were really a member of the Class of '86, you would very quickly tell me to—(don't shut up!) Therefore, while that may be my feeling inside, I shall, in so far as possible, keep it to myself.

I am here, then, primarily as an imitative student, and, so to speak, the host-at-home, of one of the great Dartmouth men whose life, personality and accomplishment ought well be an inspiration to this as to every generation of Dartmouth students.

May I tell you in a word something about him and what he accomplished? Born in one of the frontier settlements, not so very many miles away from Hanover, he graduated here just before the close of the eighteenth century. Filled with the spirit of Dartmouth, he went out to a life of service to his fellow men, primarily as a teacher. He was a man of vision, a man of insight, a man of great constructive imagination. When, after the war of 1812, the tide of emigration set towards the Northwest,—because that war for the first time made life in the old northwest territory reasonably secure against the Indians,—he set his face westward, reaching Ohio, and at once set about the establishment of a college which should stand for the very ideal and which should embody the very spirit of the college he had known as a student. In the face of obstacles that would have daunted all but the man in a million, he went

to England and secured his first endowment fund. Dartmouth and Kenyon stand together in that the formal title of each is that of an English nobleman. Lord Kenyon was one of the first givers to that original endowment fund.

Philander Chase's name is honored today, as his spirit is revered, in the college that he founded. His Dartmouth diploma passed into the hands of the Kenyon Board of Trustees many years ago and was placed upon the walls of the college library. Each year, a little later in the season than this, at a formal ceremonial in honor of the founders of the institution, his name stands first in college song and story. His romantic personality stands out conspicuously as an inspiration to alumni and students, who meet at that time to do honor to the founders of the institution.

It is his spirit that I would bring back to you men of Dartmouth of today. As I conceive the legacy which he left to the men of the college he founded, it is, first of all, this, —the inspiration of the pioneer, that pioneer spirit, that robust self-confidence, that heroism, that versatility and fruitfulness in resource that characterized the founders of the Republic.

Philander Chase had been brought up in a pioneer community. He went to Ohio, and there, getting a grant of United States military land, he founded, in the primeval wilderness, the college that he would rear. It was an heroic achievement and required the utmost strength and resourcefulness. He opened a stone quarry on the college hill; he built his own mill and got out his own lumber, and by such means constructed a foundation which has been permanent and abiding.

It was a great achievement. The founder was called upon to do literally everything. As one of our popular college songs puts it, "He built the college, built the dam,

walked the coast and skirted the lake, made the first rung of the hill, and squatted the naughty Indian well."

He attended to the last item conscientiously. He was a man of about three hundred pounds of robustness, and beloved in popular estimation as a man for good nearly all the details of college administration. He represented to himself the vigorous self-confidence of the pioneer, first, and generally the subordination of the material to the ideal.

It was not of everyday incidents that Philander Chase thought. Far from it. What he had in mind was the life of the spirit. That was the object for which he lived and worked. The very buildings that he reconstructed embodied that aspiration. His first college building, constructed of massive stone, pure Gothic, was by far the finest structure of its date I suppose anywhere west of the Allegheny Mountains. It was worthy in its lines and in the beauty and solidity of its architectural proportions to stand on the banks of the Ohio of the late. The student lived in beautiful surroundings that suggested the ideal, even though he enjoyed no material comforts as we know them today. He might have to travel knee deep in snow and catch and carry his own wood and water; but the structure in which he lived, whatever its discomforts, had the solidity of lines of the English castle.

Another thing—he aimed for steadfast adhesion to principle. The college he founded has always maintained the sound and strong principles of educational development which have characterized Dartmouth under its ten—yes, its eleven—presidents; devoted to principle, shunning of vision that would lose us as we will that which is right, and the courage that enables one consistently to maintain it. These were characteristic of this Dartmouth man who founded Kenyon College. In other words, he was above all things courageous, and courage is what the college men of today supremely need.

The young men of America who have today the inestimable privilege of remaining within college walls are peculiarly fortunate over all the young men of the enlightened nations of the earth. Only in the United States of America here is the flower of youth gathered in educational institutions preparing for a leadership that may not be simply national, but international. For that leadership clearness of vision and courage are supremely necessary. The college man cannot be a color-blind neutral on any of the important questions of the day. He must make up his mind. He owes it to his college to do it. As he has received an education, he must reach a decision on the pressing economic, political and moral questions of the times, and, as he reaches that decision, he must find the courage to carry it into action nobly and well.

"He has not learned the secret of life," says Emerson, "who does not each day surmount a fear." And yet our modern life is made up of fears which bear down, as the many Liliputian strands did Gulliver, men of ability and clearness of vision, because they simply have not the courage to act as they think. Philander Chase encountered many difficulties. He knew opposition and antagonism of the strongest kind. And yet he stood always fearless and unafraid, steadfast in his devotion to principle, and the right as he saw and conceived it.

Men of Dartmouth, as his message to you I bring you this lesson of courage, supreme and exalted, as college men always to stand fearless and unafraid. Are you afraid of unpopularity here in college? Remember that he who seeks popularity always follows, and never leads, those about him. Remember that there is no fickler or more uncertain guide than the passing wind of popular approval. Remember, too, that, in each succeeding year of your lives, popularity will seem a less substantial and less important thing than it does today.

Are you afraid of poverty, and do you, therefore, hesitate to stand our boldly for principle against the strong interests that may be lost on the other side? No mighty George Washington have feared for his property when he, one of the wealthiest men of America in his time, risked all on behalf of the principle of political liberty.

Are you afraid of failure in life? Well, success in the highest degree comes to but very few of us. The triumphs which the world has seen measuring success seem singularly unsatisfying to the man who has lived and struggled. Remember, too, that to its possessor no life can ever be satisfactory when he, in his heart of hearts, knows that its course has been directed by a mean self-seeking ambition.

In this day we particularly need a warning against fear, because in so many ways does fear, like the asp in the lion's skin, make itself under his purple. If American rights are invaded, we are told, for instance, that, after all, nationalism is outworn, that it is a national, feudal idea, and that the cosmopolite who disregards national rights and looks upon them as negligible holds the ideal view. If there is some growing popular vice, we are told that the broad-minded man recognizes the different standards obtaining today. If the lives of American citizens are sacrificed on land and sea, we are told that humanitarianism dictates that we should not risk other lives in seeking to avenge them.

This is all true, masquerading under fine and noble terms which only imperfectly conceal its true meaning.

Sixty-seven years after Philander Chase had founded Kenyon College, a young man came there seeking an education, who was afterwards destined to perform a great service for his country. Rufus M. Stanton embodied the spirit of the founder of the college. He fought on the great political question dividing the nation of the Union and became a very tower of strength in the war against all

President Lincoln. Contumely was heaped upon him as perhaps upon no other man of his time, but he stood courageous and unafraid. He had fought that question out fairly and was ready to stake his life upon it. Morton of Indiana said, "If the cause fails, you and I will be proscribed and driven from the country." "If the cause fails," replied Stanton, "I don't care to live." He was ready to sacrifice life itself for what he felt to be right. He was acting on motives that looked forward into eternity. "I believe that Almighty God founded this government," he said, "and that for my acts in the effort to maintain it I shall stand before Him in judgment." That was his high and noble motive, standing unafraid before men that he might also stand unafraid before God.

Men of Dartmouth, I know of no higher resolve, no nobler boast, than that of the man who said, "The menace of the years finds and shall find me unafraid."

PRESIDENT HOPKINS. There is a group of men here tonight, composing, as a group, the official body of the College, who are not represented on our speaking list tonight, because they did not want to be represented, any one of them. The statement of the trustees was that they had taken part enough in the exercises of the day. But I am going to ask in a moment that the Dartmouth cheer be given for the trustees, even though none of them is speaking, because I want to say, before I become sufficiently a part of that Board so that I may be considered partisan, that, for a great many years, it has seemed to many of us who have been following college administration in different institutions, that there was no college in which the provisions in regard to the trustees were wiser, and that there were no trustees of whom we knew that gave the time and interest as a group and as individuals that was given by the Trustees of Dartmouth.

The question of what constituted a college is rather interesting. This summer, after I arranged matters so as to be able to take up the presidency of the College, I thought I would like to read up something in regard to the old. I subscribed to—or, rather, I didn't subscribe, I borrowed,—a trade paper on the subject, and began to read what it had to say about college presidents. I ran into a discussion as to how colleges should be governed, and a man from Philadelphia said that the matter was very simple,—that the thing most needed for the improvement of the American colleges was to kill off all the American college presidents.

Since coming to Hanover the first of the month, I have been going over the literature of the American Association of University Professors, and I believe they really think about as little of college trustees as this writer thought of college presidents.

However that may be, the colleges of the country are made up of many diverse interests, and each of these interests is likely to overestimate its importance to the college as a whole. I think some of our friends who are here from Boston, Chicago or somewhere else, will agree with me that when we get together in alumni gatherings we are apt to think that Dartmouth College means all the alumni. To a considerable extent it does. I am not at all certain but that when the faculty get together, they think thus, in the last analysis, the faculty in Dartmouth College work to a considerable extent it is. From reading *The Dartmouth* for eighteen years I am convinced that the undergraduate body feels absolutely certain in its mind that Dartmouth College is the undergraduate body, and to a considerable extent it is.

But one thing is certain, whatever the undergraduates, the faculty or the alumni of Dartmouth think, the legal College is the Board of Trustees and the members of the

Board of Trustees of Dartmouth are deserving of the trust imposed in them to an extent that is certainly not excelled and perhaps not equalled by those of any other institution.

I want to call at the present time for a "Wah-hoo-Wah" for the Trustees of Dartmouth College.

The cheers were given with a will; whereupon the President continued:

I now come to a gentleman whom it is entirely unnecessary for me to attempt to introduce to the undergraduate body, a member of the senior class, Sumner Brooks Emerson, 2d. I will give away a few secrets of the trade. I have been looking at the *Legis* and studying the features of the senior class and endeavoring to tack names on them, associating the names and records of the men in the College. I am afraid that you will have to be very charitable to me for the mistakes I make in that process. But there is one thing to be said for Emerson that it is not necessary to say to the undergraduate body, but that may be interesting to the alumni; there has probably been no problem that has come up in the College for years that so greatly interests the alumni as the development of the Outing Club, and in presenting Emerson this evening I present him as a senior of Dartmouth College and as president of the Outing Club.

ADDRESS BY MR. EMERSON

Sumner Brooks Emerson, 2d, of the senior class, spoke as follows:

In behalf of the undergraduates of Dartmouth College tonight, I first want to extend a most cordial greeting to the alumni here. We undergraduates have been most deeply moved by the expressions of loyalty which have come in here tonight in the telegrams. Of course, it would be out of place for me to show any favoritism whatever,

But I think I possess undergraduate wisdom, when I say that we were particularly struck by the first one.

President Hopkins has suggested that one of the purposes of Dartmouth Night is the initiation into the undergraduate body of the freshman class. No doubt soon most of the Class of '00 think you have been getting a lot of initiation during the past week. Last tonight has been revealed to you for the first time what Dartmouth really is. You have heard, before coming, a lot about the Dartmouth spirit. You are getting an idea of what that spirit is, tonight. You can lose it in the cheers and songs. You can see it in the faces of those undergraduates and alumni, and you can feel it in everything.

At a time like this, when the real Dartmouth is revealed to us, I think all the undergraduates—not only the freshmen but the upper classes as well—should stop and ask themselves the question, "Why are we here? Why are we college men?" No doubt some of us are college men because we think that a college diploma is a key to the highest positions of all kinds in society, in business and in any profession. If that theory were only true, there would be a pretty good chance for some of us to be successful. Unfortunately, it is not true. It is just like the freshman who thought the only thing necessary to make a perfect ski jump was to go to the top of the hill, slide down and hit the take-off. It has been my experience that a lot depends on how you hit the take-off. And so, with a college diploma, a good deal depends on how you get it and what you do after you get it.

Now, should we go to college with a serious purpose, with the idea of getting the most return out of it and developing ourselves for business and for life. At the present time, every occupation and every profession is becoming more and more specialized. The world needs at this time, in the professions and certainly, leaders, trained men. If you

look at the leaders in the great activities of life today, you will find that the overwhelming majority of them are college men. The world has not enough leaders in the present state of affairs. It has got to have trained leaders; and, therefore, the world expects every college man to go out and take his part in the activities of the world. That is what we are here for. We are training for that, and when we graduate and go out into the world, the old world will expect that we have made the most of our college opportunities and will be ready to do our part.

After all, a college is not a place where we can come and spend four years of carefree life. It is a place where we come to be prepared for the big things that should be ahead of us. Spending four years in college is just putting off our active work in order to be better prepared for it, so that in the long run we can thereby do more good.

The whole purpose of our being here is to pursue the studies that make up our college course, and whatever else we may get, however valuable it may be, it is a by-product. Our first aim is to acquire a broad knowledge of the classics. Next comes development of character. We are largely responsible ourselves for what we do here in college. We can do much as we please, can make the most of our college undergraduate activities, getting what we can out of them, or not. The chief thing is that the responsibility is on us, and it is the assuming of responsibility that develops the boy into the man.

The last thing the College gives us is our friends. The friendships we make on the campus will never be broken; the men we meet here will always be an inspiration to us.

Therefore, if we are going to make the most of our college course and take the part we should take in the world, we must consider those three things. We should consider our four years in Dartmouth as an opportunity to prepare ourselves for the needs of the world, an opportunity to do

the best we possibly can here and to make the best of our college course.

PRESIDENT HOPKINS, you have been reserving many salutations today, but tonight, in the presence of the whole undergraduate body and as their speaker, it is my privilege to extend to you our greeting and our pledge of support. The position to which you come is not an easy one. It has been held before you by some wonderful men. Before you President Nichols, in building up the College and its organization, did more for Dartmouth than Dartmouth even ever can appreciate. Before him came one of the noblest men who ever lived, and so I might go through the procession of presidents, all remarkable men. We feel that you are well worthy to be their successor. We feel that you will make Dartmouth a place where men will come to gain training which will enable them to assume their share of the leadership of the world, making Dartmouth a place more and more famous, not for her fine buildings nor her athletic teams, but for her men.

We see Doctor Nichols leave with only the deepest regret, but we are glad to welcome you as his successor. Under you we feel that Dartmouth will have a wonderful future, even greater than her past, and we welcome you as her President.

PRESIDENT HOPKINS. There have been very few Dartmouth occasions in this part of the country that have been eminently successful in which we have not had a contribution of a poetical nature from Willard D. Quint. I am exceedingly glad that we are to have the privilege of hearing from him tonight, because, if I remember correctly, the first Dartmouth Night of my undergraduate course was so grand.

Mr. Quint comes to us, as many of us have done, himself a Dartmouth man and the son of a Dartmouth man. He

is a man of Dartmouth blood and lineage and one who every day and night is working for the College.

I have great pleasure in introducing Wilder D. Quint, '87, of the Dartmouth Alumni Association.

POEM BY MR. QUINT

Wilder Dwight Quint read the following poem: He had been asked to present an old one for the benefit of a new audience. Instead he largely recast and completely remounted a poem written for a previous Dartmouth Night. Parts of it only will be familiar to some alumni readers, all of whom will agree that it is worth many a re-reading and republishing whether revised or not.

WITH THE BOYS

The Spirit of the North came down
Through ancient streets in Boston town;
O'er pavements brick and pavements cobble,
Till twists and turns made Spirit wobble—
As spirits sometimes will, of course,
At least, when used as motive force.
This Spirit, from the Northland sped,
With halo-ed "D" about its head,
By dint of wandering struck the place
Where Men of Dartmouth meet for grace;
Where royal Hovey's "Stein Song" still
Rolls challenge forth to Beacon Hill;
Where Hillman's name is ever blest
And Cavanaugh's leads all the rest;
Where Eleazar's thoroughbreds
With classic training in their heads
From ancient sire to youngest pup
Are well and duly rounded up
What time the College seems to need

The nearest lot is extra speed
The Spirit blazed up the hill
And brought a message to the still,
Small house of night to one who dreamed.
And this is what its message seemed:

"If you would drop your pack of care;
If you would breathe a better air;
If you would mingle sense and fun,
Go up and see the books, my son.
Go up and hear a Wale-Hue Wahn.
Go through the country near and far
And try to reckon what you see
For turkeys roached long ago.
Go, carry up your merriths-if any
For 'Profs' who flunked you all so gay,
Now getting rare as first editions,
Carried down from their old positions,
But with their hand-clasp still as firm
As in the days they made you squirm.
Go up and see that dingy room
Where, in the drear September gloom,
You heard the Sophies' interwand."

"Oh, Foolus, come, bring out your ball!
Go read in such familiar place
The way you trained for life a tough race
If you would live anew, forthwith,
Go up and get a drink of youth."
The Spirit from the North sat down,
As quiet as in Boston town,
His halberd "D" as very bright
It looked like moonshine in the night.
The dreamer now came to himself:
"What do you mean, you Dreamland elf?
Explain yourself, and tell the truth
About that Northland drink of youth."

The Spirit then a tale began,
And this is how his story ran:

"You have heard of the fellow called Ponce de Leon,
A gay, flashing blade and a swift rolling stone—
At least, in his youth, which he clutched at so long
That he furnished all sorts of bad bards with a song.
Now Ponce was a wonderful man with the ladies,
Well known to each stern old duenna of Cadiz.
Wherever he roamed in the fair land of Spain
Broken hearts and pinked rivals he left in his train.
He captured the dark *senoritas* at will;
He wooed stately *donnas* successfully till—
Well, he woke up one day with a terrible start
And he knew that his youth had prepared to depart.
He saw in his mirror the tread of the crow
In that place near the eye—what it means we all know—
And a silvery flash in his coal-colored hair
Said: 'Ponce, my boy, you're beginning to wear.'
'Twas enough. All the horrors of age he foresaw,
And the worst was the thought of that pitiless law
That would make his flirtations a mock and a jeer
And freeze up at last his impassioned career.
What to do? Well, he'd heard from an Indian slave,
Who'd been brought rather rudely from over the wave,
Of a marvellous spring in the south of a land
Where the trees were bejewelled and gold was the sand.
One drink at this fountain, just one copious swig,
Would cause e'en an octogenarian to jig;
While in moderate dose—*quantum suff.*—every day
It would plane all the car-tracks of time smooth away.

"Then Ponce arose and he hired a ship,
Took his dark friend along as a guide for the trip,
Sailed, and fumed, and grew older for three months or more,

Till at last stretched before him a long, shining beam—
 "Fountain!" he called it; it blossomed so gay—
 Just the place for that magical spring; so away
 On the quest for the water of life Prince went,
 And he sampled such pool water his wandering tent;
 Quaffed iron and sulphur and lithia and lime;
 Chalybeate and sodious and potash and alum;
 He drank before breakfast, he drank in the night,
 He guzzled and guzzled until, in a trice,
 He found that a dropery was swelling him up,
 And he vowed no more Florida water he'd sip;
 So he started for home without loss of a day
 And he died in the good old conventional way.
 So he failed? That per se nothing. He went too far north
 For the fountain of youth. Had he turned in the mouth
 Of a river the streamers called Quinscent
 And ascended that flood by the mountains' beget,
 Over falls and through valleys past gorges and shoals,
 Ever north till he reached hot canons and big gulches
 Where a noble plateau reared its height from the stream,
 He were then within reach of fulfilling his dream;
 For each of their gushings there fulfilled, in truth,
 In a magical gemmatory the fountain of youth."

The Spirit had done, and he faded away;
 Those back to the Northland he made his bright way;
 And the Dreamer came after, with more dreamers true;
 And they found that the tale was eternally true.

Ah that fountain of youth on those plates that we love!
 How it mirrored the green hills and blue sky above;
 How it sparkled and flashed in the new-dawn sun;
 How it sent us refreshed when our day here was done
 Out into the world and its strife and its sighs
 With persimmoner still keeping the knots in our ties.

Here's a rousing great drink of that liquor of youth,
And you men of the North set it forth in good sooth.
You tap the bright spring, and you bottle the flow,
And you give us the brand of the loved long ago.
You may call it "four star" or "three X" or "Grand Vin,"
You may serve it in goblet or beaker or stein—
By some magical art ere it reaches the brain
It's the stuff that makes all of us youngsters again.
The justice slides down with a whoop from the bench;
The engineer kicks his best tools in the trench;
The doctor gives pillules and patients a rest;
The parson forgets the far realms of the blest;
The lawyer quits chasing elusive "John Doe";
The pedagogue knows that there's no more to know;
The congressman sends off his wreath for repairs;
The broker locks up all his pet bulls and bears;
And each mother's son, whether high, low or Jack,
Finds he's well shuffled up in this juvenile pack.

Now we've got a new trump kindly dealt us by fate,
And we feel that he'll take every trick, soon or late;
That he'll always be in on the game that is square;
That he'll stand by the play when he knows it is fair.
And he's young—that's not his fault—the years will fix that;
But, though they may silver the place 'round his hat,
Still flaming his zeal for these classical groves
And the fire in his soul for the Dartmouth he loves.
And we know that he'll honor us, strive for us—toil—
As did great Eleazar upturning the soil
For the charity school in the far northern land,
Where the conflict of mind joined the conflict of hand.
Other times; other manners; new weapons—even so
Never-ending the warfare our captain must know.
He will travel the roads that delight and that vex,
And some day they'll probably call him "Old Prex."

And when that day dawns through the haze of its joys
He will know beyond doubt that he's one of the boys.

The spirit of the North is here;
His halcyon "D" is shining clear.
We've heard his exhortations giving tongue,
We've seen his glow on faces young.
We've found his Dartmouth still the same
As when it stirred our youthful flame
Of love and ardor in the days
Of smaller means and smaller ways.
And as we take our packs anew
Back to the world of false—and true—
Revised, inspired, with message plain
We've seen the boys—we're young again.

PRESIDENT HOPKINS. I don't know how much credit should be given *one* for taking a good suggestion, but I don't think very much. My conscience has been troubling me a little bit about the cheer I received for that telegram about the holiday tomorrow. When the question came up with the committee planning the inauguration as to whether there should be two holidays or not, I said that I did not want Saturdays announced as a holiday, because I really wanted to have the undergraduates here on Friday. When I came here tonight Dean Laycock met me and said a number of the faculty had been talking with him and that they considered it highly desirable to have a holiday tomorrow. You get the point of the story?

Will a fellow and three cheers for the faculty and guest.

Now, we come to the last speaker of the evening, and I don't know how to introduce him.

Some years ago, when there was a vacancy in the Department of Law and Political Science, Mr. James P.

Richardson of Boston, who had recently graduated from the Law School and had begun the practice of law with a large firm in Boston, was approached and urged to come back and accept the position here. He did not feel that he could accept the offer at that time. It was later renewed, and again it was impossible for him to accept. Mr. Richardson has, in the meantime, had a successful career in the profession of law. He has also been doing some incidental things—like bowling for the Interurban League about Boston. He has been a friend to the boys whenever they have come to him; he has been a vital factor in the work of the community where he lives. He has been one of the very best friends that Dartmouth men ever had, and I know of no alumnus, old or young, who has been willing to give more time or more interest to the College and its problems, under all circumstances, than has Jim Richardson.

And so it came about that when Professor Colby felt compelled to retire from the professorship of Law and Political Science, and we again came to cast about to see to whom the position should be offered and whom we should urge to come up here, there seemed to be one man to whom we should make the first approach.

The conditions of the professorship presuppose that the man shall be a practising lawyer, that he shall come to the position from an intimate contact with things in the legal profession, due to an active practice. It was felt desirable, too, that in this particular case we should, if possible, find a Dartmouth man. It is a highly undesirable thing for any institution so largely to confine its academic positions in the faculty to its own men that there comes the danger of in-breeding; but it is no less a misfortune to the institution if, through the retirement of its men, it loses its reasonable quota of its own sons. It was on that basis that we sent to Jim Richardson and told him we wanted him and would



THE 100TH AIRBORNE AIRBORNE DIVISION, 1945, AT THE END OF THE WAR

recommend that he be elected to the Parker Professorship of Law and Political Science.

It was not an easy decision for him to make. But he has the qualities that we want. He is a skilled and experienced member of the bar, was a *summa cum laude* graduate of the College at the head of his class; his professional record was all that could be desired; and tomorrow morning the Committee on Education will recommend to the Board of Trustees that James P. Richardson, of the Class of '90, be tendered the Parker Professorship of Law and Political Science, and we anticipate that that tender will be accepted.

I am going to call on him tonight—I suppose for the last time that he can be so introduced—as a non-resident of Hanover.

ADDRESS BY MR. RICHARDSON

The announcements concerning James Parmitt Richardson, Esq., of the alumni, aroused high enthusiasm on the part of alumni and undergraduates alike. With the enthusiasm of the tumultuous greeting which was accorded him, Mr. Richardson said:

Trusting that I may be pardoned my temerity in dealing with our august President who now sits upon my left, but emboldened by your own statement that all formalities are now cast aside, I address you not as "Mr. President," but as "my dear Hops," addressing the rest of you as my dear fellows.

Dartmouth Night tonight attains its majority: just twenty-one years ago in the old chapel, Dartmouth Hall, the hall, which was born in the bosom of Doctor Tucker—that bosom from which the new Dartmouth sprang forth full-grown—had its first expression in actual fact. I sat at that time in the freshman gallery with the Class of '72, then entering, and awaiting the looking all round.

for numbers at that time; and, I may remark in passing, that '99 then started on its career of breaking records, which has since become a habit.

At that time I was, without exception, the rawest, lankiest and greenest freshman who had ever entered Dartmouth College and, so far as I know, that record has never been broken. But, in spite of my rawness and greenness, the dominant note of Dartmouth enthusiasm and loyalty was so clearly struck on that memorable evening that I became thoroughly inoculated with the Dartmouth spirit; and, thank God, I think I have a right to say that the vaccination took splendidly.

Tempora mutantur! The times indeed have changed. This great freshman class of '20, now entering with such promise,—though the promise may not as yet be visible to the class of '19—exceeds by one hundred the entire college body which Doctor Tucker then addressed. In my then freshman class there was just one man who came from a point farther west than Troy, New York. Registrar Tibbetts was then engaged in the pursuit of trying very hard to make the freshman baseball team, and he succeeded, as he has been in the habit of succeeding ever since in whatever he has undertaken.

That fall, for the first time, the alumni oval had responded to the awe-inspiring tread of Frank Cavanaugh, who was just then beginning his remarkable career in Dartmouth football. Still far in the future lay such further refinements and improvements as Hilton Field, free delivery, winter carnival, Father McCooley, the movies, dress suits, motor bus service to the "junc." and the newspaper talk about the "big green team."

Recently I have been taking another bath in the fountain of Dartmouth enthusiasm, and it is right and proper that this should be so, for, while I was then a freshman, I am now a prospective member of the faculty, and I am already

beginning to wonder and worry somewhat as to what may be the faculty equivalent for Uelty Nyles.

The main cause for my happiness is, of course, not far to seek. It comes from the feeling I have of my part in the election and inauguration of Ernest Hendrick as the President of Dartmouth. I think I have a right to say without egotism that I know your President as few men have had the opportunity of knowing him; and I want to take the college into my confidence. Others know his plans and his ambitions for the College, and he has put himself on record today in that masterly inaugural with which these walls still ring; but I know him in the study and on the road, I know him in the camp and in the house, I know him in the mixer and at the football game, and know what manner of man he is. I know that in him not only has Dartmouth found a great leader, but that the undergraduate body has found a great companion and a great friend, and I know that if there is any atmosphere of alcoholism in his relations with you the fault will not lie at the door of the President.

I should be false to the feelings of the annual tonight if I did not pause for just a moment to pay a tribute to those faithful servants of the College who this year, to the great loss of the institution, step out from active service—Lord Colby and Chase. Their very names are resonant in Dartmouth history and tradition. They sound like a Dartmouth battle cry. Charles F. Chase has been for twenty-six years the Treasurer of the College. None but the trustees know what his vigilance and conscientious service have meant to this institution, and I doubt if even they fully appreciate it. Professor Colby, the able and faithful instructor—to succeed where is title and to endeavor to succeed whom is able and loyal service find mine my great honor and my heavy task. Professor Lord, the school horse of two administrations, always content to stay in the background and let others take the glory and the praise for things which he

himself and his office had the major hand in accomplishing, and who has brought his career at Dartmouth to a close by a brilliant piece of historical work which has made every Dartmouth man forever his debtor.

Verily, there were giants in those days, and we may not look upon their like again!

I am especially proud to bring to the college tonight the personal greetings of the Dartmouth Club of Boston, an organization which is yet in short trousers so far as years are concerned, but which is of varsity calibre in enthusiasm and ambition. In my judgment, the Harvard Club of Boston has been of great, almost inestimable, benefit to Harvard University, and the Dartmouth Club has the same potential value for Dartmouth. Just as soon as it has a home of its own, its capacity for good work for the College will be increased one hundred fold; and I venture into the realms of prophecy when I predict that in the next five years we shall see a well appointed Dartmouth club house in the Hub.

Borrowing the words of President Tucker, I believe that Dartmouth stands, first of all, for the development of amateur scholarship as distinguished from professional scholarship. I believe it stands no less persistently for the development of character. I believe it has taught, and should teach, men how to live, and not primarily how to make a living. I believe that the philosophy of loyalty whose great apostle died the other day finds a freer and truer expression in the life of such an institution as this than anywhere else, and I regard that doctrine as one of the saving factors in our national life. I believe that an institution such as Dartmouth, with such a history and such traditions, such ideals and such purposes, has a little better opportunity than most others to turn out the highest type of American citizenship, and I believe that to be the first business and the preëminent duty of the real American

college. It is up to us to make the most of that opportunity.

Such are some of the reasons for the great Dartmouth faith which is in me.

Men of the College, this summer I listened to an inspiring sermon preached from the text, "Behold, I have set before you an open door." The gifted speaker pointed out how many doors of usefulness and growth lie open before every one of us. What a tremendously direct and forceful application that text has to you! The wide portals of Dartmouth, labelled "Opportunity," have now swung wide open and have revealed you, and, as you stand in her great central hall, how many vistas open in every direction! There is the door of literature, of art, the door of science, the door of nature, the door of physical development, the door of mental associations and of friendships. Widest of all opens the door of preparation for useful service. To your fellows, only a short week's travel away, the only door which seems to stand open—and, alas! how wide!—is the door of pain, suffering and death.

Fortunate always, the American collegian today is destined to a measure of good fortune which carries with it a terrific responsibility. If only all the men of Dartmouth,—undergraduates, faculty, alumni, wherever we may be,—will be awake to this great opportunity, what an inspiration and invigoration it may be to every one of us. Let each man say:

This is my game. I've entered, or I'll enter my soul.

It may be that I'll come to grief; it may be that I'll never reach.

It may be that I'll reach the heights, or possibly coast through the mist;

But come what may, a fight's a fight,—I'll play it out.

PRESIDENT HOPKINS. Thus the exercises of Dartmouth Night come to a close. I will ask the Glee Club to lead us in singing the Dartmouth Song, and when we get to the cheer, let us make it a good one!

The audience rose and, led by the Glee Club, sang the Dartmouth Song. The cheer was, indeed, a good one. The audience dispersed slowly. Of the alumni many remained to chat, compare notes and congratulate themselves and the College on the success of the inauguration. That it was a success all agreed; and all agreed upon the reason: It was the President himself.

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